

# Washington State Board of Education

Basic Education Assistance

Time and Learning Report



Pat Eirish, Manager  
Research and Assistance Program

May 2001

## **Time and Learning**

Creating time to devote to curriculum improvement and alignment with the Essential Academic Learning Requirements has been an on-going struggle for schools in Washington State. Professional decision-making responsibilities take time. Two key factors affecting school reform are teachers' time and energy.

Schools are constantly looking for ways to structure the school day to provide time for whole staff consulting and collaborative planning for professional improvement. The challenge facing schools is how to create time to maximize student learning while addressing increased expectations for school programs.

Schools are challenging the paradigm of time by examining all the variables that impact the way students are educated. Time can be a powerful ally if used as an adjustable resource by providing more and better learning opportunities for all students, and to think and act creatively to improve the business of education. It has been said that American students will have their best chance at success when they are no longer serving time, but when time is serving them. (Mike Loretz, Oregon Department of Education)

The Washington State Board of Education (SBE) has long been committed to student achievement and increased student learning and believes that the restructuring/reinvention of the education system will result in success for all Washington State students. To this end, the Board recognizes that school district administrators, teachers, parents, community leaders, and students will be the catalysts for reinventing the learning process for Washington's students.

To aid in this process, the SBE took a very active role in restructuring the education system by providing a tool to assist in the implementation of improving student learning through restructuring. This tool was the introduction of House Bill 1224 to the 54<sup>th</sup> Legislature in the 1995 Regular Session.

House Bill 1224 (Chapter 208, Laws of 1995) added a new section to Chapter 28A.630 RCW. Under this new section, the State Board of Education and the Office of Superintendent of Public Instruction may grant waivers to school districts from the provisions of statutes or rules relating to: the length of the school year; student-to-teacher ratios; and other administrative rules that may need to be waived in order for districts to implement a plan for restructuring its educational program or the educational program of individual schools within the district. Chapter 180-18 provides the process to obtain such waivers.

Many schools are adjusting their use of the existing time in the school day through the use of waivers granted by the State Board of Education. The following pages report the State Board's position statements on Time and Learning and Focus on Learning. Additionally, documentation is attached regarding waivers available from the State Board and the benefits schools have received through their implementation.



CERTIFICATION OF ENROLLMENT

HOUSE BILL 1224

54th Legislature  
1995 Regular Session

Passed by the House April 18, 1995  
Yeas 93 Nays 0

Speaker of the  
House of Representatives

Passed by the Senate April 4, 1995  
Yeas 44 Nays 0

President of the Senate

Approved

\_\_\_\_\_  
Governor of the State of Washington

CERTIFICATE

I, Timothy A. Martin, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is HOUSE BILL 1224 as passed by the House of Representatives and the Senate on the dates hereon set forth.

Chief Clerk

FILED

\_\_\_\_\_  
Secretary of State  
State of Washington



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HOUSE BILL 1224

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AS AMENDED BY THE SENATE

Passed Legislature - 1995 Regular Session

State of Washington                      54th Legislature                      1995 Regular Session

By Representatives Brumsickle, Cole, Silver and Carlson; by request of  
Board of Education and Superintendent of Public Instruction

Read first time 01/18/95. Referred to Committee on Education.

1            AN ACT Relating to educational waivers; and adding a new section to  
2 chapter 28A.630 RCW.

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

4            NEW SECTION.    Sec. 1.    A new section is added to chapter 28A.630  
5 RCW to read as follows:

6            (1) The state board of education, where appropriate, or the  
7 superintendent of public instruction, where appropriate, may grant  
8 waivers to districts from the provisions of statutes or rules relating  
9 to: The length of the school year; student-to-teacher ratios; and  
10 other administrative rules that in the opinion of the state board of  
11 education or the opinion of the superintendent of public instruction  
12 may need to be waived in order for a district to implement a plan for  
13 restructuring its educational program or the educational program of  
14 individual schools within the district.

15            (2) School districts may use the application process in RCW  
16 28A.305.140 or 28A.300.138 to apply for the waivers under subsection  
17 (1) of this section.

18            (3) The joint select committee on education restructuring shall  
19 study which waivers of state laws or rules are necessary for school

1 districts to implement education restructuring. The committee shall  
2 study whether the waivers are used to implement specific essential  
3 academic learning requirements and student learning goals. The  
4 committee shall study the availability of waivers under the schools for  
5 the twenty-first century program created by chapter 525, Laws of 1987,  
6 and the use of those waivers by schools participating in that program.  
7 The committee shall also study the use of waivers authorized under RCW  
8 28A.305.140. The committee shall report its findings to the  
9 legislature by December 1, 1997.

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*"Leadership Working For All Students"*

**WASHINGTON STATE BOARD OF EDUCATION**  
OLD CAPITOL BUILDING • PO BOX 47206 • OLYMPIA WASHINGTON 98504-7206



**Washington State Board of Education  
Position Statement**

**FOCUS ON LEARNING**


**BACKGROUND**


The State Board of Education recognizes the value of student participation in the broad spectrum of interscholastic and extracurricular activities, ranging from sports to band, choir, debate, school clubs/organizations, etc. The experiences, competition, skills and knowledge that are inclusive elements of these activities are important parts of the overall education program for many students. However, these activities can impact the amount of school time spent on core curriculum learning.

**POSITION**

The Education Reform Act of 1993 (ESHB 1209) sets very clear and high expectations for students to perform at much higher levels in order to achieve significantly more rigorous standards of learning. As the state continues to move forward in developing and implementing the performance based education system outlined in ESHB 1209, districts, schools, parents and students will need to evaluate thoughtfully the time and effort it will take for students to meet these higher standards. Then, appropriate educational choices concerning participation in interscholastic and extracurricular activities can be made.

**ADOPTED** this twenty-first day of July, 1995, by the State Board of Education, meeting in Coupeville, Washington.

  
Millard F. Battles, President,  
State Board of Education

  
Judith A. Billings, Superintendent of  
Public Instruction, and Chief Executive  
Officer, State Board of Education



## WASHINGTON STATE BOARD OF EDUCATION

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*Providing leadership, support, and advocacy so that each student achieves success in school and life*

### Position Paper

## TIME AND LEARNING

### **Background**

The State Board of Education acknowledges the unique importance of the student-teacher relationship and places high value on the time that students are in direct contact with their teachers. Student-teacher contact time will not disappear under a student-centered, performance-based system of education. However, under the emerging system, the concept of contact time is expanding to include the notion of "student-learning contact time." This notion speaks to learning opportunities and experiences planned between the student and teacher, but which do not necessarily take place in the classroom, or necessarily involve or require direct teacher supervision.

The State Board of Education recognizes the critical, legitimate need to provide education professionals necessary planning time to facilitate successful efforts to improve student learning. The Board was fully supportive of the Schools for the 21st Century Program because the Legislature provided ten days of planning time outside the regular 180 day school year. The 21st Century projects were pioneers in designing and implementing reform programs and would not have realized the success they did over six years without the ten extra days for planning.

The State Board of Education understands the constraints on the ability of the state and districts to provide extra days for planning. These constraints do result in districts seeking waivers from the contact time requirement, as well as the Board's requirement that staff be available 30 minutes before and after the regular school day.

### **Position**

As the new student-centered, performance-based education system takes shape, the State Board of Education advises school districts to continually ask what is the appropriate balance between contact time, learning time, and planning time. In seeking that balance, the focus must ALWAYS be on improving student learning.

The State Board of Education recommends that school districts thoughtfully consider how the waiver will contribute to improved student learning when they apply for waivers from contact time, length of the school year, and staff being present before and after school. Release time is a viable strategy to provide planning time for staff, but the State Board believes strongly it is a strategy which must be balanced against the importance of continuity of student learning.

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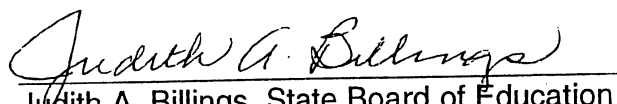
Time and Learning  
Position Paper  
January 26, 1996  
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The State Board of Education encourages schools and districts to examine ways to create time within the current school system for staff planning, especially when resources restrict the availability to provide additional days for planning. Creative curriculum design can, with a reduction in student-teacher contact and/or student contact with an adult other than a teacher, result in enhanced student learning. Examples include service learning, school-to-work programs, independent study (including homework), and telecommunications.

The State Board of Education believes investing in planning time is the dual obligation of the state and all school districts. The Board commends the Legislature for its continued funding support for planning time, but also strongly believes and supports an increase in state support for this endeavor.

**ADOPTED** this twenty-sixth day of January 1996, by the State Board of Education, meeting in Olympia, Washington.

  
Gary J. Gainer, President  
State Board of Education

  
Judith A. Billings, State Board of Education  
Chief Executive Officer and  
Superintendent of Public Instruction

## Continuous Learning Calendars

Continuous learning educational calendars (sometimes referred to as modified calendars or year-round education) move students from a traditional school year, with an extended summer break, to a time frame with shortened periods of time away from learning. This is a concept that reorganizes the school year so that the standard instructional period is distributed throughout the year with regularly scheduled breaks or vacations interspersed. Educational instruction and vacations are organized into smaller segments and spaced throughout the year for more continuous learning and more frequent breaks.

As communities evaluate continuous learning education, the purpose should be in terms of supporting increased student learning, needs and expectations of students, families, staff, and community members. Rethinking the school calendar provides the opportunity to improve curriculum and outstanding programs, and create intersessions. The modified calendar allows a more natural learning process by aligning with the way people learn—continuously.

The State Board of Education has made continuous learning calendars one of their strategic intentions of support. A number of schools in Washington State are investigating continuous learning education schedules for their students. The community, through its elected school board, makes the decision to change the school calendar.

Currently, the only incentive from the State for schools to operate on a continuous learning calendar is found in WAC 180-27-505(4) State Assistance – Priorities after June 30, 1992. In short, a district's proposed facility project can qualify for additional priority points if a modified calendar will be implemented in the school. (See attached.) Also, attached is a list of schools and districts in Washington State currently using continuous learning calendars as well as a few samples of continuous learning calendars.

The United States, with the 180-day school year, has the shortest school year of all but one industrialized country; Belgium has a 160-day school year. Many European countries are on a 220-day calendar. Japan has a 240-day school year. Careful consideration needs to be given to lengthening the school year. This concept works well with the continuous learning calendar.

Listed below are three generally accepted definitions of continuous learning calendars:

- ❖ An extended school year requires students to attend school more than the current 180 days;
- ❖ A continuous learning calendar requires students to attend school for 180 days, but those days would be spread out over more of the 12-month year; for example, students would be in school 45 days and out 15; and

- ❖ A multiple track continuous learning student calendar requires students to be divided into tracks. The school buildings would be used “year-round” with students attending different sessions.

Another resource for continuous learning education is the National Association for Year-Round Education, P.O. Box 711386, San Diego, CA 92171-1386 (619)276-5296 FAX (619) 276-5754, web page [www.NAYRE.org](http://www.NAYRE.org). Additionally, attached is a glossary of terms associated with “year-round” education compiled from NAYRE documents.

Attachments



### Schools With Modified Calendars in Washington State

<u>District</u>	<u>School</u>	<u>Phone</u>
<b>Aberdeen</b> (started fall of 1993-94 school year)	A.J. West Elementary (P-6)	360-538-2130
<b>Edmonds</b> (started fall of 1994-95 school year)	Cedar Way Elementary (K-8)	206-670-7864
	Evergreen Elementary (K-6)	206-670-7874
	(started fall of 1994-95 school year)	
<b>East Valley</b> (started fall of 1997-98 school year)	Continuous Curriculum (K-8)	509-927-9501
<b>Federal Way</b> (started fall of 1994-95 school year)	Sunnycrest (K-6)	206-945-4100
<b>Kelso</b> (started fall of 1993-94 school year)	Wallace Elementary (K-6)	360-577-2409
<b>Longview</b>	Broadway (Preschool-includes St. Helens Kindergarten students)	360-577-2716
	St. Helens Elementary (K-5)	360-577-2793
(started fall of 1988-89 school year as a pilot program in 1 <sup>st</sup> and 2 <sup>nd</sup> grade. The 1989-90 school year added the rest of the school.		
Structured Learning Center (behavior population – middle school and high school)		
<b>Tacoma</b> (started fall of 1994-95 school year. Three-year project. Will evaluate each year. Have number of calls requesting student enrollment)	Fawcett Elementary (K-5)	206-596-2064
<b>Union Gap</b> (started fall of 1994-95 school year)	Entire District (K-8)	509-248-3966
<b>Washougal</b> (started fall of 1991-92 school year)	Entire District	360-835-2191
<b>Yakima</b> (started fall of 2000-2001 school year)	Garfield Elementary (K-5)	509-573-5700

**WAC 180-27-505 State assistance -- Common priority elements.**

The four priority elements that are common to all projects are as follows:

(1) Type of space - Ten possible points. In this element the net assignable square feet (NASF) of a project are identified by planned space inventory category. Category One is space used for scheduled instruction and libraries (classrooms, laboratories, PE teaching space, libraries, and learning resource centers). Category Two is space used in support of instruction (assembly, student services, office space, and classroom/lab service and support). Category Three space is cafeteria/food service, spectator seating, covered play areas, and general support space. The formula for determining points prorates the NASF with weightings of ten for Category One, seven for Category Two, and four for Category Three as shown below.

NASF of Category One	X	10 points= X
NASF of Category Two	X	7 points= X
NASF of Category Three	X	4 points= X

Then: The sum of X divided by the sum of NASF equals points.

(2) Local priority - Five points. For this element, five maximum points are awarded to the district's first priority project. Each priority from there has one point deducted from it, to a minimum of zero points awarded.

(3) Joint funding - Five possible points. A binding agreement between the school district and another governmental entity for the joint financing of new construction or modernization of space which is not otherwise eligible for state assistance.

Total Project Cost Up to \$1,000,000	Required Joint Funding 25% of total project cost
Between \$1,000,000 and \$ 2,000,000	\$275,000
Between \$2,000,000 and \$ 3,000,000	\$300,000
Between \$3,000,000 and \$ 4,000,000	\$325,000
Between \$4,000,000 and \$ 5,000,000	\$350,000
Between \$5,000,000 and \$ 6,000,000	\$375,000
Between \$6,000,000 and \$ 7,000,000	\$400,000
Between \$7,000,000 and \$ 8,000,000	\$425,000
Between \$8,000,000 and \$ 9,000,000	\$450,000
Between \$9,000,000 and \$10,000,000	\$475,000
\$10,000,000 and over	\$500,000

**NOTE**



(4) Modified calendar or schedule - Five possible points. For

this element, up to five points utilizing the table below will be awarded to a project in a district which has adopted a modified school calendar or schedule that enables more students to use school buildings each year over what current state capacity standards at WAC 180-27-035 recognize for state assistance purposes. The modified calendar or schedule shall utilize either extended school day or additional days for instruction in the year. The enrollment percentage shall be calculated on the same grade span groupings as for eligibility in WAC 180-27-050. For the purpose of this subsection, the enrollment shall include all students enrolled at the facility as opposed to only those students in attendance.

Enrollment Percentage Increase Over Capacity	Priority Points
20 to above	5
16 to 19.9	4
12 to 15.9	3
8 to 11.9	2
4 to 7.9	1
Below 4	0

The scores for this group of elements will be determined after district compliance with the requirements of WAC 180-29-107.

[Statutory Authority: RCW 28A.525.020. 98-19-143, § 180-27-505, filed 9/23/98, effective 10/24/98. Statutory Authority: RCW 28A.525.020 and 1993 [1992] c 233 § 24 (8)(e). 93-04-019, § 180-27-505, filed 1/26/93, effective 2/26/93. Statutory Authority: RCW 28A.525.020 and 1992 c 233 § 24(8). 92-16-058, § 180-27-505, filed 8/3/92, effective 9/3/92.]

## **Year-Round Education Glossary**

**Year-Round Education:** Year-round education embodies the philosophy that learning is continuous throughout the year. To carry out this philosophy, the school year is reconceptualized to include two features: 1) the schedule is reorganized so that learning is more continuous throughout the year and 2) the long summer vacation on the nine-month calendar is reduced to some degree. While year-round education utilizes an alternative schedule for learning, it is not an alternative curriculum for learning. Students attending a year-round school go to the same types of classes and usually receive the same amount of instruction—generally 180 days per academic year—as students attending nine-month calendar schools. Some year-round schools utilize an extended year calendar. The year-round calendar is organized into instructional blocks and vacation periods that are more evenly distributed across a 12-month calendar year.

**Block Schedules:** At the secondary level, extending the traditional 50-60 minute period so that there is a longer period of time provided for some or for all classes.

**Concept 6:** A multi-track schedule which divides the year into six equal parts and provides 16 continuous weeks of instruction followed by eight weeks of vacation. This cycle is repeated twice during the year. The students enrolled in a school utilizing this schedule are divided into three groups (tracks, cycles) each with a distinct schedule of school days. Since this calendar uses fewer than 180 days, an extended school day is utilized in order to meet a state's required number of instructional minutes.

**Concept 6 Modified:** A schedule providing eight weeks of instruction followed by four weeks of vacation. This cycle is repeated four times during the year. The students enrolled in a school are divided into three groups (tracks, cycles), each with a distinct schedule of school days.

**Concurrent Education Classes:** Classes are scheduled at various times during and outside of the regular school day, taught by and funded through an Adult or similar school operations.

**Continuous School Year:** Any plan for school operation in which the school site is used during the entire year. This is a synonymous term for year-round education.

**Cross Tracking:** This occurs when a teacher teaches or a student takes classes on more than one track. Through the use of cross-tracking, advanced academic offerings such as physics, calculus, AP Spanish literature, etc., are available to students on any track. Classes are considered cross-tracked when they have enrollment from two or more racks at the same time. Students are considered cross-tracked when they enroll in one or more classes on a track different from their initially-assigned track.

**Extended Contracts:** In multi-track YRE, extended contracts may afford some staff members the option of teaching more days, thus extending the school year well beyond the normal 180-day contract. Contracts can be flexible to meet the needs of the school as well as the needs of the teacher. (This is a popular option for many teachers who prefer not to look for summer jobs outside their profession.)

**Extended School Year:** A school is considered to have an extended year when it offers more than 180 instructional days (full days). Some schools lengthen the existing school year by an additional 20 or more days. Some schools utilize the reorganized school year to achieve an extended year by inviting students, on an optional basis, to attend full-day intersession classes, thereby achieving an extended year of 200-245 days.

**Feeder Blocks:** A technique for organizing tracks (groups, cycles) in a geographical system.

**Flex Teacher:** A teacher's work-year calendar may be modified or extended in order to service students scheduled on different tracks (groups, cycles).

**Forty-Five Fifteen (45/15):** A schedule providing 45 days of school instruction followed by 15 days of vacation or off-session time, a pattern repeated four times each year. (45 days x 4 sessions = 180 instructional days.)

**Intersession:** Literally, the time between sessions. The time between the operation of tracks when educational experiences may be designed and implemented to meet student needs for remediation, acceleration, and enrichment or to provide classes for credit under summer school funding. Intersession is sometimes referred to as summer school rescheduled, reorganized, and restructured.

**Mester (Term):** Each of the instructional blocks is referred to as a mester. For example, on a three-track calendar, two mesters are the equivalent of a semester in a nine-month calendar schedule of providing 90 days of school instruction followed by 30 days of vacation school; students and teachers are on-site for two consecutive mesters followed by a vacation of one mester. On a four-track, 45/15 calendar, two mesters (quarters) equate to the nine-month calendar semester.

**Multi-Track:** Students and their teachers are arranged into different tracks (groups, cycles), with staggered instructional blocks and vacation periods. While one group is on vacation, another group can use the classroom space, thereby allowing for an increase in the capacity of the school. For example, depending on the actual calendar used, students and their teachers may be divided into four tracks. At any one time, three of these tracks, or three quarters of a school's students/teachers, will be in school, while one group, or one quarter of a school's students/teachers will be on vacation. As the capacity of a school site is increased on a multi-track system, there is the probability of a corresponding facility-related cost efficiency.

**Ninety/Thirty (90/30):** A time, repeated two times during the school year. Students may be on a like schedule (single-track) or can be divided into four groups, each with a distinct schedule of school days (multi-track).

**Off-Track:** A period of vacation; time spent out of the instructional session.

**On-Track:** The days students and teachers are in school.

**Off-Track Scheduling:** Students are allowed to enroll in a class which is operating but not on their track. The student gives up vacation time to attend these classes. (Compare with cross-tracking.)

**Single-Track:** All students and teachers in the school attend classes and have vacations on the same schedule.

**Track:** An organized sequence of days in school and on vacation to which a student or teacher has requested assignment or is assigned.

## **Minimum Basic Education Requirement Compliance**

Reporting on the **Minimum Basic Education Requirement Compliance** FORM 1497 gives assurance to the State Board of Education that school districts are in compliance with the minimum requirements of the Basic Education Act, as well as several other provisions. (See attached.)

On September 1, 2000, some modifications of the basic education requirements took place due to repeals/amendments of statutes associated with implementation of a performance-based education system. This new two-page form replaced the 23-page Application for Entitlement to Basic Education Funding – FORM SPI M-808. This revised form greatly reduced time and effort as well as paperwork for schools and district offices. As the State moves more fully toward a performance-based system, it is important that schools and school districts be freed from unnecessary and labor-intensive calculations regarding seat time issues.

School districts are required to complete FORM 1497 and mail one copy, by November 15, with original signatures of the local school superintendent and board chair, to the State Board of Education, Basic Education Assistance Program. FORM 1497 can be found on the SBE web site at [www.k12.wa.us/sbe](http://www.k12.wa.us/sbe).

Currently, the following requirements remain in statute and will continue to be reported to the State Board of Education. (See corresponding RCWs and WACs.)

- **Instructional Hour Offerings** – RCW 28A.150.205, RCW 28A.150.220(1), WAC 180-18-030
  - Kindergarten offerings of 450 hours
  - Grades 1-12 offerings of a district-wide average of 1,000 hours linked to the essential academic learning requirements and other district-determined subjects/activities

“Instructional hours” means those hours students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, inclusive of intermissions for class changes, recess, and teacher/parent-guardian conferences that are planned and scheduled by the district for the purpose of discussing students’ educational needs or progress, and exclusive of time actually spent for meals.

Currently, for the purpose of calculating instructional hour offering minimum requirements, the State Board of Education refers school districts to RCW 28A.150.205. To reflect statute changes, some of the WAC rules related to instructional hour offerings are in the process of revision. This process will take place through the State Board of Education’s Mandate Review Committee.

- **K-3/4-12 Students to Classroom Teacher Ratio** – RCW 28A.150.250 and WAC 180-16-210

The district ratio of FTE classroom students to FTE classroom teachers in grades K–3 is no greater than the district ratio of FTE classroom students to FTE classroom teachers in grades 4 and above.

- **Minimum 180-Day School Year** – RCW 28A.150.220(3) and WAC 180-16-215

The 180-day program is accessible to all legally eligible students, including students with disabilities five years of age and under 21 years of age who have not completed high school graduation requirements.

- **Current and Valid Certificates** – RCW 28A.400.100 and RCW 28A.410.025, WAC 180-16-220

All school district employees serving in positions requiring a professional education teacher or administrative permit, certificate, or credential **DO** hold a valid permit, certificate, or credential.

The following were **REPEALED** effective September 1, 2000:

- **Classroom Teacher Contact Hour Requirement** - RCW 28A.150.260 and WAC 180-16-205

The average annual classroom contact hours for each average annual full-time equivalent certificated classroom teacher employed by a school district shall be no less than 25 hours per week.

- **Self Study Process by School Districts** - RCW 28A.320.200 and Chapter 180-53 WAC

Each school district board of directors shall develop a schedule and process by which each public school within its jurisdiction shall undertake self-study procedures on a regular basis.

Repeal of the statutory self-study requirement does **NOT** affect the rules of the SBE, which permit the self-study option for schools seeking accreditation. Only if the State Board changes its rules would this current option be affected. (The other current accreditation option is through the Northwest Association of Schools and Colleges.)





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ESD CO DIST

## MINIMUM BASIC EDUCATION REQUIREMENT COMPLIANCE

2000-01 School Year

SCHOOL DISTRICT NAME

CONTACT PERSON

TELEPHONE NUMBER

( )

Check One

In Compliance Not In Compliance

### Total Instructional Hour Offerings (RCW 28A.150.220) (WAC 180-16-200)

\_\_\_\_\_ Kindergarten instructional offerings of 450 hours.

\_\_\_\_\_ Grades 1-12 offerings of a district-wide annual average of 1,000 hours.

### K-3/4-12 Students to Classroom Teacher Ratio (RCW 28A.150.250) (WAC 180-16-210)

\_\_\_\_\_ The district ratio of FTE classroom students to FTE classroom teachers in Grades K-3 is no greater than the district ratio of FTE classroom students to FTE classroom teachers in Grades 4 and above.

### Current and Valid Certificates (RCW 28A.400.100, RCW 28A.410.025) (WAC 180-16-220)

\_\_\_\_\_ All school district employees serving in positions requiring a professional education permit, certificate or credential do hold a current and valid permit, certificate, or credential.

(Note: If you have an approved out-of-endorsement waiver for a certificated staff member, you are NOT out of compliance. See attached form to report out-of-endorsement assignments.)

### Minimum 180-Day School Year (RCW 28A.150.220) (WAC 180-16-215)

\_\_\_\_\_ The school year consists of no less than 180 separate school days for students in Grades 1 and above and is accessible to all legally eligible students, including students with disabilities, 5 years of age and under 21 years of age who have not completed high school graduation requirements.

Check One

In Compliance    Not In Compliance

**180-Day Kindergarten School Year  
(RCW 28A.150.220) (WAC 180-16-215)**

- \_\_\_\_\_ The kindergarten program consists of no less than 180 half days, or the equivalent, per school year.
- \_\_\_\_\_ 180 half days are offered.
- \_\_\_\_\_ Less than 180 separate half days are offered in each kindergarten section and not less than 450 total program hour offerings are provided. (If this box is checked, attach a copy of the schedule.)

Note: A reduction petition from another grade level grouping **CANNOT** be borrowed to establish 450 hours as the equivalent to the 180 half days requirement.

- \_\_\_\_\_ Kindergarten students attend school in another district(s). District name(s) \_\_\_\_\_
- \_\_\_\_\_ Kindergarten was offered, but no students enrolled.

\*\*\*\*\*

- \_\_\_\_\_ Indicate the number of early release days in the 2000–2001 school year.
- \_\_\_\_\_ Indicate the number of contracted non-student days in the 2000–2001 school year. Do **NOT** include the three learning improvement days.

**Potential Withholding of Funds for Noncompliance**

The withholding of basic education allocation funding from a school district shall occur for a noncompliance... (see full text in WAC 180-16-195(3)(d)).

**Certification of Compliance**

We hereby certify that the board of directors has been apprised and that the \_\_\_\_\_ School District, County of \_\_\_\_\_, meets all the requirements relating to the minimum requirements of state basic education programs and, further, that all deviations from these rules and regulations of the Washington State Board of Education are recorded.

We understand that Form SPI 1497 will no longer require back-up documentation, but that back-up documentation may need to be provided for auditing purposes.

\_\_\_\_\_  
Signature of School District Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Board President or Chair

\_\_\_\_\_  
Date

**RCW 28A.150.200**

**Basic Education Act -- Program contents -- As meeting constitutional requirements.**

\*This 1977 amendatory act shall be known and may be cited as "The Washington Basic Education Act of 1977." The program evolving from the Basic Education Act shall include (1) the goal of the school system as defined in RCW 28A.150.210, (2) those program requirements enumerated in RCW 28A.150.220, and (3) the determination and distribution of state resources as defined in RCW 28A.150.250 and 28A.150.260.

The requirements of the Basic Education Act are deemed by the legislature to comply with the requirements of Article IX, section 1 of the state Constitution, which states that "It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex," and are adopted pursuant to Article IX, section 2 of the state Constitution, which states that "The legislature shall provide for a general and uniform system of public schools."

[1990 c 33 § 104; 1977 ex.s. c 359 § 1. Formerly RCW 28A.58.750.]

**NOTES:**

**\*Reviser's note:** For codification of "this 1977 amendatory act" [1977 ex.s. c 359], see Codification Tables, Volume 0.

**Effective date -- 1977 ex.s. c 359:** "This 1977 amendatory act shall take effect September 1, 1978." [1977 ex.s. c 359 § 22.]

**Severability -- 1977 ex.s. c 359:** "If any provision of this 1977 amendatory act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected." [1977 ex.s. c 359 § 21.]

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## **RCW 28A.150.205**

### **Definition.**

Unless the context clearly requires otherwise, the definition in this section applies throughout RCW 28A.150.200 through 28A.150.295.

"Instructional hours" means those hours students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, inclusive of intermissions for class changes, recess, and teacher/parent-guardian conferences that are planned and scheduled by the district for the purpose of discussing students' educational needs or progress, and exclusive of time actually spent for meals.

[1992 c 141 § 502.]

### **NOTES:**

**Contingent effective date -- 1992 c 141 §§ 502-504, 506, and 507:** "Sections 502 through 504, 506, and 507 of this act shall take effect September 1, 2000. However, these sections shall not take effect if, by September 1, 2000, a law is enacted stating that a school accountability and academic assessment system is not in place." [1993 c 336 § 1202; 1992 c 141 § 509.] That law was not enacted by September 1, 2000.

**Findings -- Part headings -- Severability -- 1992 c 141:** See notes following RCW 28A.410.040.

**RCW 28A.150.210**

**Basic Education Act -- Goal.**

The goal of the Basic Education Act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to:

(1) Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;

(2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;

(3) Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and

(4) Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

[1993 c 336 § 101; (1992 c 141 § 501 repealed by 1993 c 336 § 1203); 1977 ex.s. c 359 § 2. Formerly RCW 28A.58.752.]

**NOTES:**

**Findings -- Intent -- 1993 c 336:** "The legislature finds that student achievement in Washington must be improved to keep pace with societal changes, changes in the workplace, and an increasingly competitive international economy.

To increase student achievement, the legislature finds that the state of Washington needs to develop a public school system that focuses more on the educational performance of students, that includes high expectations for all students, and that provides more flexibility for school boards and educators in how instruction is provided.

The legislature further finds that improving student achievement will require:

(1) Establishing what is expected of students, with standards set at internationally competitive levels;

(2) Parents to be primary partners in the education of their

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children, and to play a significantly greater role in local school decision making;

(3) Students taking more responsibility for their education;

(4) Time and resources for educators to collaboratively develop and implement strategies for improved student learning;

(5) Making instructional programs more relevant to students' future plans;

(6) All parties responsible for education to focus more on what is best for students; and

(7) An educational environment that fosters mutually respectful interactions in an atmosphere of collaboration and cooperation.

It is the intent of the legislature to provide students the opportunity to achieve at significantly higher levels, and to provide alternative or additional instructional opportunities to help students who are having difficulty meeting the essential academic learning requirements in RCW 28A.630.885.

It is also the intent of the legislature that students who have met or exceeded the essential academic learning requirements be provided with alternative or additional instructional opportunities to help advance their educational experience.

The provisions of chapter 336, Laws of 1993 shall not be construed to change current state requirements for students who receive home-based instruction under chapter 28A.200 RCW, or for students who attend state-approved private schools under chapter 28A.195 RCW." [1993 c 336, § 1.]

**Effective date -- 1993 c 336 § 101:** "Section 101 of this act shall take effect September 1, 1994." [1993 c 336 § 102.]

**Findings -- 1993 c 336:** "(1) The legislature finds that preparing students to make successful transitions from school to work helps promote educational, career, and personal success for all students.

(2) A successful school experience should prepare students to make informed career direction decisions at critical points in their educational progress. Schools that demonstrate the relevancy and practical application of course work will expose students to a broad range of interrelated career and educational opportunities and will expand students' posthigh school options.

(3) The school-to-work transitions program, under chapter 335,

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Laws of 1993, is intended to help secondary schools develop model programs for school-to-work transitions. The purposes of the model programs are to provide incentives for selected schools to:

(a) Integrate vocational and academic instruction into a single curriculum;

(b) Provide each student with a choice of multiple, flexible educational pathways based on the student's career interest areas;

(c) Emphasize increased vocational and academic guidance and counseling for students;

(d) Foster partnerships with local employers and employees to incorporate work sites as part of work-based learning experiences;

(e) Encourage collaboration among middle or junior high schools and secondary schools in developing successful transition programs and to encourage articulation agreements between secondary schools and community and technical colleges.

(4) The legislature further finds that successful implementation of the school-to-work transitions program is an important part of achieving the purposes of chapter 336, Laws of 1993." [1993 c 336 § 601.]

**Part headings not law -- 1993 c 336:** "Part headings as used in this act constitute no part of the law." [1993 c 336 § 1204.]

**Findings -- Part headings -- Severability -- 1992 c 141:** See notes following RCW 28A.410.040.

**Effective date -- Severability -- 1977 ex.s. c 359:** See notes following RCW 28A.150.200.

**RCW 28A.150.220**

**Basic Education Act -- Program requirements -- Program accessibility -- Rules.**

(1) Satisfaction of the basic education program requirements identified in RCW 28A.150.210 shall be considered to be implemented by the following program:

(a) Each school district shall make available to students enrolled in kindergarten at least a total instructional offering of four hundred fifty hours. The program shall include instruction in the essential academic learning requirements under \*RCW 28A.630.885 and such other subjects and such activities as the school district shall determine to be appropriate for the education of the school district's students enrolled in such program;

(b) Each school district shall make available to students enrolled in grades one through twelve, at least a district-wide annual average total instructional hour offering of one thousand hours. The state board of education may define alternatives to classroom instructional time for students in grades nine through twelve enrolled in alternative learning experiences. The state board of education shall establish rules to determine annual average instructional hours for districts including fewer than twelve grades. The program shall include the essential academic learning requirements under \*RCW 28A.630.885 and such other subjects and such activities as the school district shall determine to be appropriate for the education of the school district's students enrolled in such group;

(c) If the essential academic learning requirements include a requirement of languages other than English, the requirement may be met by students receiving instruction in one or more American Indian languages.

(2) Nothing contained in subsection (1) of this section shall be construed to require individual students to attend school for any particular number of hours per day or to take any particular courses.

(3) Each school district's kindergarten through twelfth grade basic educational program shall be accessible to all students who are five years of age, as provided by RCW 28A.225.160, and less than twenty-one years of age and shall consist of a minimum of one hundred eighty school days per school year in such grades as are conducted by a school district, and one hundred eighty half-days of instruction, or equivalent, in kindergarten: PROVIDED, That effective May 1, 1979, a school district may schedule the last five school days of the one hundred and eighty day school year for noninstructional purposes in the case of students who are graduating from high school, including, but not limited to, the



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observance of graduation and early release from school upon the request of a student, and all such students may be claimed as a full time equivalent student to the extent they could otherwise have been so claimed for the purposes of RCW 28A.150.250 and 28A.150.260.

(4) The state board of education shall adopt rules to implement and ensure compliance with the program requirements imposed by this section, RCW 28A.150.250 and 28A.150.260, and such related supplemental program approval requirements as the state board may establish.

[1993 c 371 § 2; (1995 c 77 § 1 and 1993 c 371 § 1 expired September 1, 2000); 1992 c 141 § 503; 1990 c 33 § 105; 1982 c 158 § 1; 1979 ex.s. c 250 § 1; 1977 ex.s. c 359 § 3. Formerly RCW 28A.58.754.]

### NOTES:

**\*Reviser's note:** RCW 28A.630.885 was recodified as RCW 28A.655.060 pursuant to 1999 c 388 § 607.

**Contingent expiration date -- 1995 c 77 § 1:** "Section 1 of this act shall expire September 1, 2000. However, section 1 of this act shall not expire if, by September 1, 2000, a law is not enacted stating that a school accountability and academic assessment system is not in place." [1995 c 77 § 32.] That law was not enacted by September 1, 2000.

**Contingent effective date -- 1993 c 371 § 2:** "Section 2 of this act shall take effect September 1, 2000. However, section 2 of this act shall not take effect if, by September 1, 2000, a law is enacted stating that a school accountability and academic assessment system is not in place." [1993 c 371 § 5.] That law was not enacted by September 1, 2000.

**Contingent effective date -- 1992 c 141 §§ 502-504, 506, and 507:** See note following RCW 28A.150.205.

**Findings -- Part headings -- Severability -- 1992 c 141:** See notes following RCW 28A.410.040.

**Severability -- 1982 c 158:** "If any provision of this amendatory act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected." [1982 c 158 § 8.]

**Effective date -- 1979 ex.s. c 250:** "This amendatory act is necessary for the immediate preservation of the public peace, health, and safety, the support of the state government and its existing public institutions, and except as otherwise provided in subsection (5) of section 1, and section 2 of this amendatory act,

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shall take effect August 15, 1979." [1979 ex.s. c 250 § 10.]

**Severability -- 1979 ex.s. c 250:** "If any provision of this amendatory act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected." [1979 ex.s. c 250 § 11.]

**Effective date -- Severability -- 1977 ex.s. c 359:** See notes following RCW 28A.150.200.

**WAC 180-18-030    Waivers from total program hour offerings, teacher contact hours requirements, and self-study requirements.**    (1) A

district desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for all students may apply to the state board of education for a waiver from the total program hour offerings requirements and basic skills/work skills percentages/instructional hours requirements pursuant to RCW 28A.150.200 through 28A.150.220 and WAC 180-16-200 (2) through (6). If a school district intends to waive total program hour offerings requirements under this subsection, it shall make available to students enrolled in kindergarten at least a total instructional offering of four hundred fifty hours, and to students enrolled in grades one through twelve at least a district-wide annual average total instructional hour offering of one thousand hours. The state board of education shall grant said initial waiver requests pursuant to RCW 28A.305.140 and WAC 180-18-050 for three school years.

(2) A district desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for all students may apply to the state board of education for a waiver from the classroom teacher contact hours requirement pursuant to RCW 28A.305.140 and WAC 180-16-205(5). In the event that a district develops an educational excellence component(s) which consists of less than the twenty-five hours of average teacher contact and the district determines but for the inclusion of this component(s) that it would meet the twenty-five-hour average teacher contact requirement, the district may apply for a waiver of the inclusion of this component(s) within the calculations. The state board of education shall grant said initial waiver request pursuant to RCW 28A.305.140 and WAC 180-18-050 for three school years.

(3) A district desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for all students may apply to the state board of education for a waiver from the self-study requirements pursuant to RCW 28A.305.140 and WAC 180-53-070 (1) through (3). The state board of education shall grant said initial waiver requests pursuant to RCW 28A.305.140 and WAC 180-18-050 for three school years.

[Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-030, filed 10/2/95, effective 11/2/95.]

**Annualized High School Credit Definition**  
(WAC 180-51-050)

**Temporary Exemption from Course and Credit**  
(WAC 180-51-100)

Schools may seek a waiver from the definition of the annualized high school credit as provided under State Board of Education Policy: WAC 180-51-100 (see attached). This annual exemption petition is requested to be to the State Board of Education staff by the first week of April each year. Staff requests documentation such as: schedules; surveys of parents, staff and students; evidence of improved test scores aligned to the waiver and current achievement levels (if a renewal request); benefits of enhanced learning with the schedule; evaluation of the schedule; accreditation status; and any other pertinent information related to block scheduling at the school.

Under State Board Policy: WAC 180-51-050(1)(b), an optional method of awarding credit is provided. High school credit shall mean grades nine through twelve or the equivalent of a four-year high school program, and grades seven and eight under the provisions of RCW 28A.230.090(4) and (5): 150 hours of planned instructional activities approved by the district; or satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy.

Each high school district's board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the building principal or designee in determining whether or not a credit meets the district's standards for recognition and acceptance of a credit. The policy shall include an appeal procedure to the district if it includes reliance on the professional judgment of the building principal or designee.

Attached is a list of 43 schools that have received waivers from the annualized high school credit definition for the 2001-2002 school year. This number reflects approximately 13 percent of the public high schools in Washington State on a block schedule. Following are some of the benefits schools report to a block schedule:

- The schedule contributed to students earning the second highest scores in all of the Spokane area on the WASL the previous two years. Lakeside High School, Nine Mile Falls School District.

- High school reading scores remain above average on the ITBS and WASL tests. Liberty Bell High School, Methow Valley School District.
- More concentrated time for effective learning, more opportunity to integrate subjects, more time for evaluation and communication, increased course offerings, an increased time for guided practice. Moses Lake High School, Moses Lake School District.
- Flexibility allowing some courses to be taken for one quarter for half a credit. Examples include speech, drama, technical writing, and business law; all of which may be taken on a quarter or semester basis. The number of discipline referrals to the office has been reduced. Also, the number of class tardies has been reduced. The school day has become less stressful for both students and teachers. North Kitsap High School, North Kitsap School District.
- Students have fewer, but longer classes per day, allowing time to concentrate on the subject matter and accomplish more in-depth study. Teachers have three preparations instead of five, which allows them to spend more time planning for each class. North Mason High School, North Mason School District.
- More time to do projects and research, more student/teacher interaction time, reduction of stress, development of student-centered classrooms which research shows increased learning, provides students an opportunity to take eight classes per year, provides time to integrate curriculum and to make learning more realistic, provides teachers the necessary time to use different learning styles to meet the needs of all students, start up and shut down time is decreased. Rochester High School, Rochester School District. (Nine years on block schedule.)
- Offer a “transitions” program to the majority of incoming ninth grade students. The goal is to ease a student’s transition to high school, and to provide connections and assistance in promoting a higher level of student success. Sultan High School, Sultan School District.
- Less fragmentation of instructional time, more opportunities for labs and projects, more opportunities for students to pursue an “area of study” by scheduling more classes within their career path. High marks from the *High Schools That Work* coalition for raising expectations and standards for students. Sumner High School, Sumner School District.
- Students are engaging in higher levels of thinking and learning. Dropout rate went from 10.9% in 1992-93 to 1.24% in 1999-2000. Longer periods have fostered a change among teachers away from traditional lecture and recall strategies toward more innovative instructional techniques. Student-teacher relations have improved. Cascade High School, Cascade School District.

- Additional needs at the 9<sup>th</sup> grade level addressed by adding Acceleration Block and Careers Awareness sections to school schedule. Also, we have piloted the Challenge Test Policy that supports granting of credit by an optional method. Castle Rock High School, Castle Rock School District.
- Improved school climate, and met a wider population of student needs. An excellent new crop of electives has been planted across a wide array of school disciplines. Franklin Pierce High School, Franklin Pierce School District.
- In many of our lab classes, the extended teaching period actually saves time by allowing labs to be discussed, set-up completed, and evaluated all in the same block. Kiona-Benton City High School, Kiona-Benton School District.

# Schools on Waivers for Block Classes 2001-2002

Date Approved	School	District	# of Periods	1 Credit = Hours	Years on Waiver	Accreditation
4/1/01	Almira	Almira	5	135	4	Not Accredited
4/1/01	Arlington H.S.	Arlington	Modified 4	142.5	2	NASC
4/1/01	Anacortes	Anacortes	4	128	0	NASC
4/1/01	Belleuve H.S.	Bellevue	Modified 7	144	1	SBE In Process
4/1/01	Interlake H.S.	Bellevue	Modified 7	144	1	SBE In Process
4/1/01	International H.S.	Bellevue	Modified 7	144	1	SBE In Process
4/1/01	Newport H.S.	Bellevue	Modified 7	144	1	SBE In Process
4/1/01	Sammamish H.S.	Bellevue	Modified 4	135	1	SBE In Process
4/18/01	Cascade	Cascade	4	135	9	NASC
4/1/01	Castle Rock	Castle Rock	Modified 5	135	4	Not Accredited
4/1/01	Dayton	Dayton	4	135	7	SBE
4/1/01	Ferndale	Ferndale	4	135	1	NASC
4/1/01	Fife	Fife	4	135	3	NASC
4/1/01	Franklin-Pierce	Franklin-Pierce	4	135	2	NASC
4/1/01	Freeman	Freeman	4	135	5	Not Accredited
4/1/01	Glenwood	Glenwood	4	135	6	Not Accredited
4/1/01	Highline	Highline	Modified 4	126	6	NASC
4/1/01	Kiona Benton	Kiona Benton	4	135	3	NASC
4/1/01	Lake Chelan	Lake Chelan	Modified 4	2 periods at 135	3	NASC
4/1/01	Lynden H.S.	Lynden	4	137	8	Not Accredited
4/1/01	Liberty Bell	Methow Valley	4	126	7	NASC
4/1/01	Moses Lake	Moses Lake	4	135	7	NASC
4/10/01	Mt. Baker	Mt. Baker	4	127.5+31	1	SBE
4/1/01	Lakeside	Nine Mile Falls	4	135	7	NASC
4/1/01	Nooksack Valley	Nooksack Valley	4	127.5	7	NASC
4/30/01	Connell	North Franklin	Modified 7	146.6	3	NASC
4/1/01	North Kitsap	North Kitsap	4	127.5	8	NASC
4/1/01	North Mason	North Mason	4	135	9	NASC
4/1/01	Othello H.S.	Othello	Modified 5	146	5	NASC

# Schools on Waivers for Block Classes 2001-2002

Date Approved	School	District	# of Periods	1 Credit =	Hours	Years on Waiver	Accreditation
4/10/01	Forks	Quillayute Valley	4		135	8	SBE
4/1/01	Ridgefield	Ridgefield	4		134.25	4	SBE
4/1/01	Cedarcrest	Riverview	4		127.5	4	NASC
4/1/01	Rochester	Rochester	4		135	9	NASC
4/1/01	St. John-Endicott	St. John-Endicott	Modified 7		147	8	SBE
4/30/01	Sedro-Woolley	Sedro-Woolley	4		135	2	NASC
4/1/01	Sultan	Sultan	4	127.5+(20)+135		5	NASC
4/1/01	Sumner	Sumner	4		127.5	5	NASC
12/1/00	Toppenish	Toppenish	4		135	5	NASC
4/10/01	Curtis Jr/Sr High	University Place	4		135	2 Jr Hi/6 HS	NASC
4/1/01	Vashon Island	Vashon Island	Modified 5		140	10	NASC
4/1/01	Wahkiakum	Wahkiakum	4		146.67	3	Not Accredited
4/1/01	Waitsburg	Waitsburg	4		135	6	SBE Process
4/1/01	White River	White River	4		127.5	5	NASC

Report as of 4/30/2001



**RCW 28A.230.090**

**High school graduation requirements or equivalencies --  
Reevaluation and report by state board of education -- Credit for  
courses taken before attending high school -- Postsecondary credit  
equivalencies.**

(1) The state board of education shall establish high school graduation requirements or equivalencies for students. Any course in Washington state history and government used to fulfill high school graduation requirements is encouraged to include information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state.

(2) In recognition of the statutory authority of the state board of education to establish and enforce minimum high school graduation requirements, the state board shall periodically reevaluate the graduation requirements and shall report such findings to the legislature in a timely manner as determined by the state board.

(3) Pursuant to any requirement for instruction in languages other than English established by the state board of education or a local school district, or both, for purposes of high school graduation, students who receive instruction in American sign language or one or more American Indian languages shall be considered to have satisfied the state or local school district graduation requirement for instruction in one or more languages other than English.

(4) If requested by the student and his or her family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:

(a) The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or

(b) The academic level of the course exceeds the requirements ✓ for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.

(5) Students who have taken and successfully completed high school courses under the circumstances in subsection (4) of this section shall not be required to take an additional competency examination or perform any other additional assignment to receive credit. Subsection (4) of this section shall also apply to students

enrolled in high school on April 11, 1990, who took the courses before attending high school.

(6) At the college or university level, five quarter or three semester hours equals one high school credit.

[1997 c 222 § 2; 1993 c 371 § 3. Prior: 1992 c 141 § 402; 1992 c 60 § 1; 1990 1st ex.s. c 9 § 301; 1988 c 172 § 1; 1985 c 384 § 2; 1984 c 278 § 6. Formerly RCW 28A.05.060.]

**NOTES:**

**Intent -- 1997 c 222:** "In 1994, the legislature directed the higher education board and the state board of education to convene a task force to examine and provide recommendations on establishing credit equivalencies. In November 1994, the task force recommended unanimously that the state board of education maintain the definition of five quarter or three semester college credits as equivalent to one high school credit. Therefore, the legislature intends to adopt the recommendations of the task force." [1997 c 222 § 1.]

**Findings -- Part headings -- Severability -- 1992 c 141:** See notes following RCW 28A.410.040.

**Finding -- Severability -- 1990 1st ex.s. c 9:** See notes following RCW 28A.225.220.

**Severability -- 1984 c 278:** See note following RCW 28A.320.220.

**WAC 180-51-050 High school credit -- Definition.** As used in this chapter the term "high school credit" shall mean:

(1) Grades nine through twelve or the equivalent of a four-year high school program, and grades seven and eight under the provisions of RCW 28A.230.090 (4) and (5):

(a) One hundred fifty hours of planned instructional activities approved by the district; or

(b) Satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy.

(2) College and university course work. At the college or university level, five quarter or three semester hours shall equal 1.0 high school credit: Provided, That for the purpose of this subsection, "college and university course work" means course work that generally is designated 100 level or above by the college or university.

(3) Community college high school completion program - Diploma awarded by community college. Five quarter or three semester hours of community college high school completion course work shall equal 1.0 high school credit: Provided, That for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program.

(4) Community college high school completion program - Diploma awarded by school district. A minimum of .5 and a maximum of 1.0 high school credit may be awarded for every five quarter or three semester hours of community college high school completion course work: Provided, That for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program.

(5) Each high school district board of directors shall adopt a written policy for determining the awarding of equivalency credit authorized under subsection (4) of this section. The policy shall apply uniformly to all high schools in the district.

(6) Each high school district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the building principal or designee in determining whether or not a credit meets the district's standards for recognition and acceptance of a credit. The policy shall include an appeal procedure to the district if it includes reliance on the professional judgment of the building principal or designee.

(7) A student must first obtain a written release from their school district to enroll in a high school completion program under subsection (3) of this section if the student has not reached age eighteen or whose class has not graduated.

[Statutory Authority: RCW 28A.230.090. 00-23-032, § 180-51-050, filed 11/8/00,

effective 12/9/00; 99-10-093, § 180-51-050, filed 5/4/99, effective 6/4/99. Statutory Authority: RCW 28A.230.090 and 28A.305.130. 97-08-020, § 180-51-050, filed 3/25/97, effective 4/25/97; 96-09-027, § 180-51-050, filed 4/9/96, effective 5/10/96. Statutory Authority: RCW 28A.230.090, 28A.305.130 and 1994 c 222. 95-16-063, § 180-51-050, filed 7/27/95, effective 8/27/95. Statutory Authority: RCW 28A.230.090(1) and 28A.305.130 (8) and (9). 94-13-017, § 180-51-050, filed 6/3/94, effective 7/4/94. Statutory Authority: RCW 28A.230.090. 94-03-100 (Order 1-94), § 180-51-050, filed 1/19/94, effective 9/1/94. Statutory Authority: RCW 28A.05.060. 85-12-041 (Order 12-85), § 180-51-050, filed 6/5/85. Statutory Authority: Chapter 28A.05 RCW. 84-11-049 (Order 7-84), § 180-51-050, filed 5/17/84.]

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**WAC 180-51-100 Temporary exemption from course and credit requirements.** Annual exemptions to the definition of an annualized high school credit may be granted upon the request of a public or approved private school which offers evidence that delineates content, time, or competency assessments which are substantially equivalent to the definition stated in WAC 180-51-050. The waiver process shall be administered by the state board of education.

[Statutory Authority: RCW 28A.230.090. 00-19-108, § 180-51-100, filed 9/20/00, effective 10/21/00. Statutory Authority: RCW 28A.230.090 and 28A.230.100. 93-04-115, § 180-51-100, filed 2/3/93, effective 3/6/93. Statutory Authority: 1990 c 33. 90-17-009, § 180-51-100, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.05.060. 85-12-041 (Order 12-85), § 180-51-100, filed 6/5/85. Statutory Authority: Chapter 28A.05 RCW. 84-11-049 (Order 7-84), § 180-51-100, filed 5/17/84.]

**School Districts Granted Waivers from the 180-Day School Year  
(From November 1995 to May 2001)**

Anacortes  
Burlington-Edison  
Central Valley  
Colville  
Concrete  
East Valley (Spokane)  
Easton  
Federal Way  
Freeman  
Garfield  
Grand Coulee Dam  
Grapeview  
Hood Canal  
Hoquiam  
Keller  
Kettle Falls  
LaCrosse  
Liberty  
Loon Lake  
Mabton  
Mansfield  
Mead  
Medical Lake  
Montesano  
Mount Baker  
Mukilteo

Nespelem  
Newport  
North Mason  
North Thurston  
Northport  
Ocosta  
Onion Creek  
Orient  
Orting  
Palouse  
Pullman  
Reardan-Edwall  
Riverside  
Seattle  
Sedro-Woolley  
Selkirk  
Snohomish  
Sunnyside  
Tukwila  
Valley  
Vashon Island  
Wahkiakum  
Waitsburg  
Walla Walla  
West Valley (Spokane)  
Wishkah Valley

WAIVERS GRANTED FROM 180 DAY SCHOOL YEAR					
SCHOOL DIST.	SCHOOL	Days Waived	Length of Waiver	Date Granted	Expiration
Newport	Stratton Elem	6/8/	3 Years	15-Nov-95	End of 97-98
	Grades 1-4	and 8			School Year
Federal Way	Saghalie Jr. Hi.	4	1 Year	15-May-96	End of 96-97
	Grades 7-9				School Year
Coville	District	5	3 Years	17-Jul-96	End of 98-99
					School Year
East Valley (Spokane)	District	3	3 Years	17-Jul-96	End of 98-99
					School Year
Naselle	Grades 1-8	8	3 Years	17-Jul-96	End of 98-99
	District				School Year
Sawtooth	AE II Elementary	6	1 Year	20-Mar-97	End of 96-97
	K-6				School Year
Central Valley	District	3	1 Year	7/23/97	End of 97-98
					School Year
Liberty	District	3	1 Year	7/23/97	End of 97-98
					School Year
Mukilton	District	4	1 Year	7/23/97	End of 97-98
					School Year
North Mason	District	2	3 Years	7/23/97	End of 99-00
					School Year
Seattle	District	4	1 Year	7/23/97	End of 97-98
					School Year
Spokane	District	2	3 Years	7/23/97	End of 99-00
					School Year
West Valley (Spokane)	District	3	1 Year	7/23/97	End of 97-98
					School Year
Federal Way	Enterprise	9	1 Year	9/24/97	End of 97-98
	Elementary				School Year*
Newport	Sadie	5/97-98	3 Years	11/19/97	End of 99-
	Halstead	9/98-99			2000 School
	Middle School	9/99-2000			Year
Oding	District	1	1 Year	1/28/98	End of 97-98
					School Year
Seattle	District	4	3 Years	3/18/98	End of 99-
					2000 School
					Year
Federal Way	Green Gables	8	1 Year	5/13/98	End of 98-99
	Elementary				School Year
	School - K-6				
Mukilton	District	4	1 Year	5/13/98	End of 98-99
					School Year
Sage-Woolley	District	3	3 Years	5/13/98	End of 2000-
					2001 School
					Year
West Valley	District	3	2 Years	5/13/98	End of 2000-
					2001 School
					Year

WAIVERS GRANTED FROM 180-DAY SCHOOL YEAR					
SCHOOL DIST	SCHOOL	Days Waived	Length of Waiver	Date Granted	Expiration
Central Valley	District	3	3 Years	6/17/98	End of 2000-2001 School Year
Federal Way	Adelaide Elementary School	12	1 Year	6/17/98	End of '98-99 School Year
Federal Way	Lakeland Elementary School	6	1 Year	6/17/98	End of '98-99 School Year
Federal Way	Lake Dolloff Elementary School	8	1 Year	6/17/98	End of '98-99 School Year
Federal Way	Wildwood Elementary School	4	1 Year	6/17/98	End of '98-99 School Year
Freeman	District	2	1 Year	6/17/98	End of '98-99 School Year
Salkirk	District	3	3 Years	6/17/98	End of 2000-2001 School Year
LaCrosse	District	3	1 Year	6/17/98	End of '98-99 School Year
Federal Way	Brigadoon Elementary School	4	1 Year	8/18/98	End of 1998-99 School Year
Federal Way	Enterprise Elementary School	9	3 Years	8/18/98	End of 1998-99 School Year
Federal Way	Lakota Junior High	4	1 Year	8/18/98	End of 1998-99 School Year
Federal Way	Meredith Hill Elementary	6	1 Year	8/18/98	End of 1998-99 School Year
Federal Way	Nautilus Elementary School	8	1 Year	8/18/98	End of 1998-99 School Year
Federal Way	Totem Junior High School	4	1 Year	8/18/98	End of 1998-99 School Year
Federal Way	Truman High School	5	1 Year	8/18/98	End of 1998-99 School Year
Federal Way	Valhalla Elementary School	2	1 Year	8/18/98	End of 1998-99 School Year

SCHOOL DIST	SCHOOL	Days Waived	Length of Waiver	Date Granted	Expiration
Kettle Falls	District	6	3 Year	8/18/98	End of 2000-2001 Sch. Yr.
Libri Lake	District	5	3 Years	8/18/98	End of 2000-2001 Sch. Yr.
Newport	Stratton Elementary School	8	3 Years	8/18/98	End of 2000-2001 School Year
Northport	District	5	3 Years	8/18/98	End of 2000-2001 Sch. Yr.
Oreem	District	5	3 Years	8/18/98	End of 2000-2001 Sch. Yr.
Orting	District	1	2 Years	8/18/98	End of 1999-2000 Sch. Yr.
Wahkikum	District	4	3 Years	8/18/98	End of 2000-2001 Sch. Yr.
Wishkan Valley	District	5	2 Years	8/18/98	End of 1999-2000 Sch. Yr.
Liberty	District	3	3 Years	10/29/98	End of 2000-2001 Sch. Yr.
Hoquiam	District	2	3 Years	10/29/98	End of 2000-2001 Sch. Yr.
Federal Way	Lake Dolloff	8	1 Year	3/18/99	End of 1999-2000 Sch. Yr.
Federal Way	Sherwood Forest	5	2 Years	3/18/99	End of 2000-2001 Sch. Yr.
Montesano	District	4	3 Years	3/18/99	End of 2001-2002 Sch Yr.
Chimikren Edison	District	2	1 Year	5/7/99	End of 1999-2000 Sch. Yr.
East Valley (Spokane)	District	3	1 Year	5/7/99	End of 1999-2000 Sch. Yr.
Colville	District	5	1 Year	5/7/99	End of 1999-2000 Sch. Yr.
Freeman	District	2	1 Year	5/7/99	End of 1999-2000 Sch. Yr.
Garfield	Middle Sch	3	1 Year	5/7/99	End of 1999-2000 Sch. Yr.
Garfield	Elementary	3	1 Year	5/7/99	End of 1999-2000 Sch. Yr.
Flora Canal	District	6	1 Year	5/7/99	End of 1999-2000 Sch. Yr.
Mead	District	3	1 Year	5/7/99	End of 1999-2000 Sch. Yr.
Mukilteo	District	3	1 Year	5/7/99	End of 1999-2000 Sch. Yr.
Odezia	District	4	1 Year	5/7/99	End of 1999-2000 Sch. Yr.



WAIVERS GRANTED FROM 180-DAY SCHOOL YEAR					
SCHOOL/DIST.	SCHOOL	Days Waived	Length of Waiver	Date Granted	Expiration
Palouse	High School	3	1 Year	5/7/99	End of 1999-2000 Sch. Yr.
Palouse	Elementary	3	1 Year	5/7/99	End of 1999-2000 Sch. Yr.
Pullman	District	3	1 Year	5/7/99	End of 1999-2000 Sch. Yr.
Vashon Island	Chautauqua Elementary	3	1 Year	5/7/99	End of 1999-2000 Sch. Yr.
Valley	District	4	1 Year	5/7/99	End of 1999-2000 Sch. Yr.
Federal Way	Adelaide Elem.	11	1 Year	6/10/99	End of 1999-2000 Sch. Yr.
	Brigadoon Elem	9			
	Camelot Elem.	8			
	Decatur High	6			
	Green Gables	8			
	Lake Grove	8			
	Lakeland Elem	10			
	Lakota Junior Hi	5			
	Meredith Hill	6			
	Nautilus	8			
	Panther Lake	3			
	Rainier View Elem	8			
	Saghalie	4			
	Silver Lake Elem	9			
	Star Elem	9			
	Totem	6			
	Twin Lakes	6			
	Valhalla	10			
	Wildwood	8			
Federal Way	Woodmont	8	1 Year	6/10/99	End of 1999-2000 Sch. Yr.
Loom Lake	District	5	1 Year	6/10/99	End of 1999-2000 Sch. Yr.
Mount Baker	District	4	1 Year	6/10/99	End of 1999-2000 Sch. Yr.
Onion Creek	District	5	1 Year	6/10/99	End of 1999-2000 Sch. Yr.
Reardan-Edwall	District	3	1 Year	6/10/99	End of 1999-2000 Sch. Yr.
Waitsburg	District	2	1 Year	6/10/99	End of 1999-2000 Sch. Yr.
Federal Way	Sunnycrest	7	1 Year	8/18/99	End of 1999-2000 Sch. Yr.
	Kilo Jr. High	6			
	Harry S. Truman	5			
Grand Coulee Dam	District	6	1 Year	8/18/99	End of 1999-2000 Sch. Yr.

WAIVERS GRANTED FROM 180-DAY SCHOOL YEAR					
SCHOOL DIST.	SCHOOL	Days Waived	Length of Waiver	Date Granted	Expiration
Nespelem	District	6	1 Year	8/18/99	End of 1999-2000 Sch. Yr.
Newport	High School	9	1 Year	8/18/99	End of 1999-2000 Sch. Yr.
North Thurston	District	6	1 Year	10/27/99	End of 1999-2000 Sch. Yr.
Tukwila	District	3	1 Year	10/27/99	End of 1999-2000 Sch. Yr.
Colville	District	5	1 Year	3/22/00	End of 2000-2001 Sch. Yr.
Mabton	District	3	1 Year	3/22/00	End of 2000-2001 Sch. Yr.
Mount Baker	District	4	1 Year	3/22/00	End of 2000-2001 Sch. Yr.
North Mason	District	2	1 Year	3/22/00	End of 2000-2001 Sch. Yr.
Sunnyside	District	4	1 Year	3/22/00	End of 2000-2001 Sch. Yr.
Yakima Island	Chautauqua	3	1 Year	3/22/00	End of 2000-2001 Sch. Yr.
Garfield	District	3	1 Year	17-May	End of 2000-2001 Sch. Yr.
Palouse	District	5	1 Year	5/17/00	End of 2000-2001 Sch. Yr.
Frank Canal	District	3	1 Year	5/17/00	End of 2000-2001 Sch. Yr.
Loon Lake	District	8	1 Year	5/17/00	End of 2000-2001 Sch. Yr.
Newport	Sadie Halstead High School	8	1 Year	5/17/00	End of 2000-2001 Sch. Yr.
Mukilteo	District	3	1 Year	5/17/00	End of 2000-2001 Sch. Yr.
Onion Creek	District	5	1 Year	5/17/00	End of 2000-2001 Sch. Yr.
Closter	District	5	1 Year	5/17/00	End of 2000-2001 Sch. Yr.
Pullman	District	2	1 Year	5/17/00	End of 2000-2001 Sch. Yr.
Riverside	District	5	1 Year	5/17/00	End of 2000-2001 Sch. Yr.
Seattle	District	4	1 Year	5/17/00	End of 2000-2001 Sch. Yr.
Tukwila	District	3	1 Year	5/17/00	End of 2000-2001 Sch. Yr.
Valley	District	4	1 Year	5/17/00	End of 2000-2001 Sch. Yr.
ATECOOTES	District	3	1 Year	6/8/00	End of 2000-2001 Sch. Yr.

WAIVERS GRANTED FROM 180-DAY SCHOOL YEAR					
SCHOOL DIST.	SCHOOL	Days Waived	Length of Waiver	Date Granted	Expiration
Bainbridge Edison	District	2	1 Year	6/8/00	End of 2000
					2001 Sch. Yr.
Federal Way	Totem Jr. High	6	1 Year	6/8/00	End of 2000
					2001 Sch. Yr.
	Public Academy	2	1 Year		
Reardan Edwall	District	3	1 Year	6/8/00	End of 2000
					2001 Sch. Yr.
Federal Way	Adelaide Elem.	5	1 Year	8/25/01	End of 2000
	Brigadoon Elem	7	1	"	2001 Sch. Yr.
	Camelot Elem.	6	1	"	
	Green Gables	8	1	"	
	Lake Dolloff Elem	4	1	"	
	Lake Grove	6	1	"	
	Lakeland Elem	4	1	"	
	Mark Twain	7	1	"	
	Meredith Hill	6	1	"	
	Mirror Lake	4	1	"	
	Nautilus	7	1	"	
	Panther Lake	3	1	"	
	Rainier View	6	1	"	
	Silver Lake Elem	6	1	"	
	Star Lake Elem	9	1	"	
	Twin Lakes Elem	5	1	"	
	Valhalla Elem	7	1	"	
	Wildwood	8	1	"	
	Woodmont	6	1	"	
	Lakota Junior Hi		1	"	
	Sacajawea Jr Hi	5	1	"	
	Saghalie Jr Hi	4	1	"	
	Federal Way Hi	10	1	"	
Grand Coulee	District	6	1 Year	8/25/01	End of 2000
					2001 Sch. Yr.
Graceland	District	2	1 Year	8/25/01	End of 2000
					2001 Sch. Yr.
Keller	District	4	1 Year	8/25/01	End of 2000
					2001 Sch. Yr.
Nespelem	District	6	1 Year	8/25/01	End of 2000
					2001 Sch. Yr.
Walla Walla	District	2	1 Year	10/25/00	End of 2000
					2001 Sch. Yr.
North Mason	District	2	1 Year	1/10/01	End of 2000
					2001 Sch. Yr.
Oling	District	1	1 Year	1/10/01	End of 2000
					2001 Sch. Yr.
Central Valley	District	3	1 Year	3/28/01	End of 2001
					2002 Sch. Yr.

WAIVERS GRANTED FROM 180-DAY SCHOOL YEAR					
SCHOOL DIST.	SCHOOL	Days Waived	Length of Waiver	Date Granted	Expiration
Camille	District	5	1 Year	3/28/01	End of 2001
					2002 Sch. Yr.
Flood Canal	District	5	1 Year	3/28/01	End of 2001
					2002 Sch. Yr.
Mansfield	District	4	1 Year	3/28/01	End of 2001
					2002 Sch. Yr.
Medical Lake	District	2	1 Year	3/28/01	End of 2001
					2002 Sch. Yr.
Newport	District	4	1 Year	3/28/01	End of 2001
					2002 Sch. Yr.
Onion Creek	District	5	1 Year	3/28/01	End of 2001
					2002 Sch. Yr.
Orient	District	5	1 Year	3/28/01	End of 2001
					2002 Sch. Yr.
Sunnyside	District	7	1 Year	3/28/01	End of 2001
					2002 Sch. Yr.
Waukegan	District	4	1 Year	3/28/01	End of 2001
					2002 Sch. Yr.
Garfield/ Fairview SDs	Districts	3	1 Year	5/9/01	End of 2001
					2002 Sch. Yr.
Mount Baker	District	4	1 Year	5/9/01	End of 2001
					2002 Sch. Yr.
Arlington	High School	3	1 Year	5/9/01	End of 2001
					2002 Sch. Yr.
Burlington/ Edison	District	2	1 Year	5/9/01	End of 2001
					2002 Sch. Yr.
Colville	District	2	1 Year	5/9/01	End of 2001
					2002 Sch. Yr.
Eaton	District	7	1 Year	5/9/01	End of 2001
					2002 Sch. Yr.
Federal Way	Adelaide	4	1 Year	5/9/01	End of 2001
	Brigadoon	7	1		2002 Sch. Yr.
	Camelot	4	1		
	Enterprise	7	1		
	Green Gables	7	1		
	Lake Dolloff	5	1		
	Lakeland	4	1		
	Mark Twain	4	1		
	Meredith Hill	4	1		
	Nautilus	3	1		
	Olympic View	4	1		
	Sherwood Forest	6	1		
	Star Lake	6	1		
	Twin Lakes	5	1		
	Valhalla	7	1		
	Wildwood	5	1		
	Fed. Way Pub. Ac	2	1		

**WAC 180-18-010 Authority.** The authority for this chapter is RCW 28A.305.140 and 28A.630.945 which authorizes the state board of education to adopt rules that implement and ensure compliance with the basic program of education requirements and such related requirements as may be established by the state board of education.

[Statutory Authority: RCW 28A.305.140 and 28A.630.945. 98-05-001, § 180-18-010, filed 2/4/98, effective 3/7/98. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-010, filed 10/2/95, effective 11/2/95.]

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**WAC 180-18-020 Purpose.** The purpose of this chapter is to establish policies and procedures and to facilitate and support school districts in their educational improvement efforts.

[Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-020, filed 10/2/95, effective 11/2/95.]

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**WAC 180-18-040 Waivers from minimum one hundred eighty-day school year requirement and student-to-teacher ratio requirement.** (1) A district desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.150.220(5) and WAC 180-16-215 by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. The state board of education may grant said initial waiver requests for up to three school years.

(2) A district desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the student-to-teacher ratio requirement pursuant to RCW 28A.150.250 and WAC 180-16-210, which requires the ratio of the FTE students to kindergarten through grade three FTE classroom teachers shall not be greater than the ratio of the FTE students to FTE classroom teachers in grades four through twelve. The state board of education may grant said initial waiver requests for up to three school years.

[Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

**WAC 180-18-050 Local restructuring plan requirements to obtain waiver.** (1) State board of education approval of district waiver requests pursuant to WAC 180-18-030 and 180-18-040 shall occur at a state board meeting prior to implementation. A district's waiver application shall be in the form of a resolution adopted by the district board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more schools which consists of at least the following information:

- (a) Identification of the requirements to be waived;
- (b) Specific standards for increased student learning that the district expects to achieve;
- (c) How the district plans to achieve the higher standards, including timelines for implementation;
- (d) How the district plans to determine if the higher standards are met;
- (e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan; and
- (f) Evidence that opportunities were provided for parents and citizens to be involved in the development of the plan.

(2) The application for a waiver and all supporting documentation must be received by the state board of education at least thirty days prior to the state board of education meeting where consideration of the waiver shall occur. The state board of education shall review all applications and supporting documentation to insure the accuracy of the information. In the event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek state board approval at a subsequent meeting.

[Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]

**WAC 180-18-060 Waiver renewal procedure.** (1) Waiver requests related to WAC 180-18-030 which are granted by the state board of education pursuant to WAC 180-18-030 and 180-18-050 shall be renewed every three years upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational programs that were implemented as a result of the waivers. The request to the state board of education shall include information regarding the activities and programs implemented as a result of the waivers, whether higher standards for students are being achieved, and a summary of the comments received at the public meeting or meetings.

(2) Waiver requests related to WAC 180-18-040 which are granted by the state board of education pursuant to WAC 180-18-030 and 180-18-050 may be renewed every three years upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational programs that were implemented as a result of the waivers. The request to the state board of education shall include information regarding the activities and programs implemented as a result of the waivers, whether higher standards for students are being achieved, and a summary of the comments received at the public meeting or meetings.

[Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-060, filed 10/2/95, effective 11/2/95.]

## **School-Day-As Related to the Teacher**

WAC 180-44-050

Teachers and other certificated personnel are required to be at their respective schools for the benefit of pupils and patrons at least thirty minutes before the opening of school in the morning and at least thirty minutes after the closing of school in the afternoon. (State Board of Education Policy: WAC 180-44-050)

In March 1991, State Board of Education adopted amendments to WAC 180-44-050 to allow waiver flexibility of the 30 minutes before and after school time so that schools could arrange schedules to fit the needs of patrons and school staff.

The waiver option requires school districts to give written assurance that appropriate supervision of students will be maintained and that procedural guidelines be adhered to prior to waiver consideration approval. The waiver option is consistent with State Board of Education support of schools to allow greater flexibility in exercising local control over time allocations.

See attached log of waivers granted by the State Board of Education.



**School-Day-As Related to Teacher  
30 Minutes Before and After Waivers**

School District	District/Building Request	Date		Notes
		Granted	Expired	
Aberdeen	McDermoth Elem	1/96	6/98	Move 10 min of after school time to instructional day
Arlington Arlington	All Secondary	7 /95	6/98	Extend instructional day 10 minutes Flexibility due to over capacity
	All Secondary	1/00	6/03	
Bellingham	District	1/96	6/98	Extend instructional day 4 to 7 minutes
Bremerton	District	11/92	6/95	Reduce 5 min. at end of day. Add to Wed afternoon
Bethel Bethel Bethel	Centennial Elem.	6/92	6/95	Reduce 30 min. per day for 4 days. Add to 5 <sup>th</sup> day 45 min and 15 min block depending on school site Flexibility of time to not overlap academy time
	District	11/94	6/97	
	District	10/99	6/02	
Castle Rock	High School	9/97	6/00	40 min prior to school and 15 min after school
Central Valley Central Valley Central Valley	District	1/95	6/97	20 min planning time before and after school 20 minutes planning time before and after school 20 minutes planning time before and after school
	District	6/98	6/01	
	District	3/01	6/04	
Central Kitsap Central Kitsap	District	5/96	6/99	Reallocate up to 10 minutes into instructional day Reallocate up to 15 minutes into instructional day
	District	8/99	6/02	
Clarkston	Grantham Elem	3/96	6/99	Start 8 min earlier and end 8 min later.

School District	District/Building Request	Date Granted	Date Expired	Notes
Clover Park	Lakes High School	3/97	6/00	4 period day. Reduce 7 min at before and after time
Clover Park	CP High School	5/97	6/00	4 period day. Reduce 7 min at before and after time
Clover Park	Lakes High School	10/98	6/99	Continuation of 7 min and reallocate 15 minutes in day
Clover Park	CP High School	10/98	6/99	Continuation of 7 min and reallocate 15 minutes in day
Clover Park	Lakes High School	6/99	6/00	Continuation of 7 min and reallocate 15 minutes
Clover Park	CP High School	6/99	6/00	Continuation of 7 min and reallocate 15 minutes
Dayton	District	9/93	6/96	Reallocate on individual basis for blocks of time
Dayton	District	1/97	6/99	Modified flextime for all schools in district
Dayton	District	5/01	6/04	Modified flextime for all schools in district
Deer Park	District	11/93	6/96	Reduce requirement by 30 min per day for 7 days
East Valley (Spokane) District	District	7/97	6/00	45 mines before school and 15 minutes after school
Edmonds	Ed/Woodway HS	7/97	6/00	8 period day of 90 min. 40 min into school day
Edmonds	District	8/98	6/01	10 minutes before school time
Ephrata	High School	11/97	6/99	Teachers remain 20 min after school
Ephrata	Parkway Elem	11/97	6/99	Add minutes to end of day
Ephrata	High School	3/01	6/04	Teachers remain 20 min after school
Federal Way	District	7/96	6/99	13 min to elementary time 10 to secondary time
Federal Way	District	3/01	6/04	Flexibility to be coordinated at each school
Fife	High School	5/00	6/03	20 minutes into instructional day

School District	District/Building Request	Date		Notes
		Granted	Expired	
Finley	Secondary	11/92	6/95	Reduce 20 min at end of day. Add to beginning
Finley	District	1/98	6/00	60 min before and after flexibility.
Finley	District	1/00	6/03	Flexibility no greater than 10 minutes.
Franklin Pierce	District	8/00	6/03	Shift 45 minutes either before or after
Freeman	District	11/95	6/98	Move 10 min after school into instructional day, add 6 min to 7 <sup>th</sup> through 12 <sup>th</sup> day from before school time
Freeman	District	1/99	6/01	16 min to instructional day
Grandview	District	3/93	6/95	Elem reallocate 15 min. Add to Friday
Grandview	All Elementary	5/95	6/98	Start 15 min earlier and release early on Friday
Granger	District	1/00	6/03	30 minutes to early release time
Kent	Kent-Meridian HS	5/96	6/99	4-block schedule. Reduce 15 min before school time
Kent	Meridian Jr Hi	7/97	6/00	4 period block. 5 min from before and after school
Kent	Kentlake High	7/97	6/00	4 period trimester 15 min from before and after time
Kent	Meridian	9/97	6/00	15 min before and after to align all HS ending time
Kent	Kentwood	9/97	6/00	15 min before and after to align all HS ending time
Kent	Kentlake	8/98	6/01	Reduce music teacher's time in a.m.
Kent	Kentwood	5/00	6/03	15 min before and after into instructional day
Kent	Kentlake	5/00	6/03	15 min before and after into instructional day
Kiona-Benton	High School	1/99	6/01	Block schedule. Flexibility of time.
Kiona-Benton	High School	5/99	6/00	14 min from end of day
Kiona-Benton	High School	5/00	6/03	14 minutes from end of day

School District	District/Building Request	Date Granted	Date Expired	Notes
Lake Washington	Juanita High	1/93	6/95	Reduce 15 min before & after
Longview	District	11/91	6/94	Reduce 5 min. Provide 2 hr. blocks or ½ days to plan.
Lynden	Isom Intermed.	1/96	6/98	Move 15 min from end of day to beginning of day
Lynden	Isom Intermed	1/97	6/99	45 min before and 15 min after
Lynden	High School	1/97	6/99	Flex time at end of day
Lynden	Isom Intermed	1/98	6/00	45 minutes before and 15 after time
Lynden	Vossbeck	1/98	6/00	45 minutes before and 15 after time
Lynden	Middle School	1/98	6/00	25 minutes before and 45 after
Lynden	High School	1/98	6/00	25 minutes before and 35 after
Lynden	Vossbeck	1/00	6/03	45 minutes before and 15 after time
Lynden	Isom Intermed	1/00	6/03	45 minutes before and 15 after time
Lynden	Middle School	1/00	6/03	25 minutes before and 45 after time
Lynden	High School	1/00	6/03	25 minutes before and 35 after time
Mabton	District	1/00	6/03	Flexibility of time and to lengthen day 16 minutes
Mary M. Knight	District	1/99	6/01	Flexibility of 5 min before and after and Fri schedule
Medical Lake	District	1/94	6/96	20 min from end of day to provide time before school
Monroe	District	1/97	6/99	Flex time at each building on as-needed basis
Moses Lake	High School	3/01	6/04	4 period day. 30 minutes before and 15 after school
North Beach	MS/HS	9/95	6/98	15 min after school to 45 before for restructuring
North Franklin	Basin City Elem	9/97	6/00	5 min from before school and 10 min from after school

School District	District/Building Request	Date Granted	Date Expired	Notes
North Kitsap	District	5/93	6/95	4 period day. Reduce 5 min after school
North Kitsap	High School	7/96	6/99	Block schedule. 5 min from after school time
North Kitsap	High School	5/99	6/02	5 minutes from end of day
North Mason	High School	9/92	6/95	4-period day. Reduce 15 min after school.
North Mason	High School	9/95	6/98	Renewal of 1992 waiver
North Mason	High School	6/98	6/01	Renewal of 1995 waiver
North Mason	High School	1/0	6/03	Renewal of 1998 waiver
North Thurston	Horizons Elem.	6/92	6/95	Reduce 15 min per day for 4 days. Add to 5 <sup>th</sup> day.
North Thurston	Chinook MS	3/93	6/96	½ staff 20 min from beginning to end of day ½ staff 20 min from end of day
North Thurston	N. Thurston HS	3/93	6/96	6 min before each day to end of day on Tuesdays
North Thurston	River Ridge	3/93	6/96	5 min before school each day to end of each day
North Thurston	New Century HS	5/94	6/97	Move 15 min from end of day to beginning
North Thurston	All Elementary	7/94	6/97	45 min before and 15 min after for common planning
North Thurston	New Century	6/99	6/01	Move 15 min from end of day to beginning
North Thurston	New Century	8/99	6/02	Move 15 min from end of day to beginning
North Thurston	River Ridge	8/99	6/02	Move 15 minutes from before to after school time
Omak	High School	6/99	6/01	16 minutes of after school time reallocated
Peninsula	District	9/94	6/97	45 in at beginning of day for team development
Peninsula	High School	7/95	6/98	4 period day. Reduce 5 min at beginning of day
Prosser	District	9/94	6/97	Reallocate as needed for teacher in-service time
Prosser	District	7/97	6/00	Flexibility to move as much as 30 min as needed
Prosser	District	1/00	6/03	Flexibility to move as much as 30 min as needed

School District	District/Building Request	Date Granted	Date Expired	Notes
Richland	Tapteal Elem	1/00	6/02	20 minute flexibility per day
Richland	Wiley Elem	1/00	6/02	20 minute flexibility per day
Ridgefield	District	11/92	6/95	Exchange 30 min before or after for lunch
Ridgefield	District	11/94	6/97	Move 30 min after school to 30 min before
Seattle	West Seattle HS	5/94	6/97	4 period day. Reduce 5 min from beginning of day
Seattle	Ingraham	10/99	6/02	17 minute flexibility
Seattle	Ingraham	8/00	6/03	17 minute flexibility
Seattle	West Seattle HS	8/00	6/03	4 period day. Reduce 5 min from beginning of day
Sedro-Woolley	High School	6/99	6/00	15 minutes from beginning of day to conference
Sedro-Woolley	High School	8/00	6/03	15 minutes from beginning of day to conference
Selah	Lince Intermed.	9/93	6/96	Reallocate 15 min per day before school
Selah	Lince Intermed	7/94	6/97	45 at beginning of day for common planning
Selah	Lince Intermed	9/97	6/00	Reduce 15 min after time to extend morning time
Selah	District	5/98	6/01	Add 15 min to each day. 15 min from before & after
Selah	District	5/99	6/02	15 min from before and after school time
Selah	District	5/01	6/04	15 min from before and after school time
Skykomish	District	8/98	6/01	Flexibility of 20-30 minutes
Steilacoom	High School	7/97	6/00	Restructured schedule. 71 min common planning

School District	District/Building Request	Date Granted	Date Expired	Notes
Sultan	Gold Bar Elem	1/94	6/96	15 min from end of day
Sultan	Sultan Elem.	1/94	6/96	15 min from end of day for Wednesdays only
Sultan	MS/HS	3/94	6/96	Time at end of day to beginning for meetings
Sultan	Sultan Elem	1/98	6/99	Flexibility of three options for teachers
Sultan	Gold Bar Elem	1/98	6/99	60 minutes before school and ten minutes after
Sultan	Gold Bar Elem	6/99	6/01	60 minutes before school and ten minutes after
Sultan	Elementary	1/00	6/02	Flexibility of scheduling time
Tacoma	Bryant Elementary	7/96	6/99	30 min before & 5 min after. Extend day 30 min
Tacoma	Middle Schools	6/99	6/00	45 minutes before and 15 minutes after
Tenino	District	3/01	6/04	Flexibility of time at each school
Tonasket	MS/HS	8/98	6/01	10 minutes from before and after
Tonasket	MS/HS	8/98	6/02	10 minutes from before and after
Tonasket	MS/HS	8/00	6/03	10 minutes from before and after
Toppenish	P-5 <sup>th</sup>	8/98	6/01	60 minutes before school
Toppenish	High School	3/00	6/03	15 minutes before and after school time
Tri-Tech Skills Cntr	Kennewick (Host)	9/97	6/00	20 min of after school time reallocated to 45 at end
Tri-Tech Skills Cntr	Kennewick (Host)	8/00	6/03	20 min of after school time reallocated to 45 at end
Vancouver	Ft Vancouver			
	Hudson's Bay HSs	5/96	6/99	Reduce before and after time by 5 minutes
Wahluke	District	10/99	6/02	15 minutes from after to before school time

School District	District/Building Request	Date Granted	Date Expired	Notes
Wapato	All Elementary	1/96	6/98	45-50 min before school and 10-15 minutes after
Washougal	High School	7/95	6/98	6 period to 4 period day. 10 min from before and 5 min from after school
Washougal	High School	1/00	6/02	10 minutes to lunch period
White River	District	1/97	6/99	30 min to end of day each Friday
White River	District	11/97	6/00	20 to 30 minutes each Friday to staff meeting time
Yelm	High School	1/99	6/01	45 minutes before and after
Zillah	High School	5/97	6/00	5 minutes from beginning of day to end of day

Since the 1991 school year, there have been 138 waiver requests from 60 school districts.



**WAC 180-44-050    Regulatory provisions relating to RCW 28A.305.130  
(6) and 28A.600.010 -- School day as related to the teacher.    (1)**

Teachers and other certificated personnel are required to be at their respective schools for the benefit of pupils and patrons at least thirty minutes before the opening of school in the morning and at least thirty minutes after the closing of school in the afternoon.

(2) A district may apply for a waiver from the provisions of this section. The state board may grant a waiver if the district demonstrates the need for the waiver by meeting the procedural criteria of developing a local plan which identifies: The rationale and justification for the need for the waiver; an explicit statement as to how the "before and after" thirty minutes will be reallocated, and district assurance that the reallocated time will be used to enhance the educational program for all students; the goals and objectives, and anticipated outcomes associated with the proposed reallocation. Additionally, each district shall supply written assurance that appropriate supervision of students will not be curtailed. Each approval shall be valid for three school years.

[Statutory Authority: RCW 28A.600.010. 91-08-055, § 180-44-050, filed 4/2/91, effective 5/3/91; SBE 44-4-24, filed 3/29/65, effective 4/29/65.]

## **Assignment of Classroom Teachers and Out-of-Endorsement Waiver Assignments**

Assignment of classroom teachers within districts is described in State Board of Education Policy: WAC 180-82-105. School districts are able to make exceptions to the assignment policy by means of out-of-endorsement waivers available through SBE Policy: WAC 180-82-110. (See attached WACs.)

Prior to the fall of 1997, districts had to request formal State Board of Education approval to assign an individual out of his/her endorsed subject area. Beginning with the 1997-98 school year, local school districts, through school board action, were given the authority to grant out-of-endorsement waivers to individual teachers. The State Board felt that principals, human resource staff, and other school administrators would make the best judgments for their school districts.

If a local board feels that a teacher has the competencies to teach out of his/her endorsed area, they may so assign a teacher within those conditions set forth in WAC 180-82-105 and WAC 180-82-110. If a teacher is not appropriately assigned, the local school board and administrators must answer to their local parents and community.

Out-of-endorsement waivers must be reported annually to the State Board of Education for each teacher so assigned the previous school year. Such reporting is done on the Minimum Basic Education Requirement Compliance FORM 1497.

See the attached pages for the number of out-of-endorsement assignments reported by school districts.

## OUT-OF-ENDORSEMENT ASSIGNMENTS FOR THE 1999-2000 SCHOOL YEAR (Previous School Year)

Complete this page **only** if your school district placed teacher(s) in an out-of-endorsement assignment. Duplicate this page as needed. Complete one form for each out-of-endorsement assignment, and return it to the State Board of Education, Basic Education Assistance.

Name of Teacher \_\_\_\_\_ Certification Number \_\_\_\_\_

Number of Years Teaching Experience in Washington State \_\_\_\_\_

**Out-of-Endorsement Assignment:**

Grade Levels (if applicable) \_\_\_\_\_ Number of Out-of-Endorsement Periods/Hours Taught \_\_\_\_\_

Subject(s): \_\_\_\_\_

Grade Levels: \_\_\_\_\_

Number of Out-of-Endorsement Periods/Hours Taught: \_\_\_\_\_

Number of Quarters/Semesters Taught: \_\_\_\_\_

Assistance provided: \_\_\_\_\_

I give my assurance that the above assignment for \_\_\_\_\_

TEACHER

was made in compliance with WAC 180-82-105 through 180-82-110.

\_\_\_\_\_  
SIGNATURE OF SUPERINTENDENT OR DESIGNEE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
TITLE

\_\_\_\_\_  
PHONE NUMBER

# Out-of-Endorsement Waiver Totals

3/12/01

1

Out-of-Endorsement School District Waiver Requests (for school years 1992-2000)									
School District	School Year 1992-93	School Year 1993-94	School Year 1994-95	School Year 1995-96	School Year 1996-97	School Year 1997-98	School Year 1998-99	School Year 1999-00	Total Number Requested
Adna							1		1
Almira			1			1			2
Anacortes		1							1
Asotin		1				1			2
Auburn								1	1
Battle Ground	1	1		2	1	1			6
Bellevue		1	1	1	1	4	2	2	12
Bellingham	1					1	2		4
Benge						1			1
Bethel			2		1			3	6
Brewster		1			1	2			4
Bridgeport								1	1
Brinnon					1				1
Burlington-Edison		1				1			2
Camas				1					1
Cape Flattery				2		2			4
Cascade						1			1
Cashmere					1				1
Castle Rock				1					1
Centralia	1				1				2
Chewelah							1	1	2
Chimicum	1		1	1		1			4
Clover Park	1				1				2
Columbia (Hunters)	1								1
Colville				1					1
Concrete					1				1
Conway						1			1
Coulee Hartline	2	1	1				1		5
Coupeville		1						1	2
Crescent					1				1
Creston		1							1
Darrington			1						1
Dayton	1		2	3	1				7
Deer Park	2			2	2	1		1	8
Dieringer					1				1
Dixie					1	1			2
East Valley	1								1
Easton					1		1	1	3
Eatonville					1				1
Edmonds				1			4	3	8
Entiat				1	1	1	1		4
Enumclaw			2	1			1		4
Ephrata							1	2	3
Everett		1			1				2
Evergreen (Clark)	1						1	1	3

# Out-of-Endorsement Waiver Totals

3/12/01

2

School District	School Year 1992-93	School Year 1993-94	School Year 1994-95	School Year 1995-96	School Year 1996-97	School Year 1997-98	School Year 1998-99	School Year 1999-00	Total Number Requested
Federal Way	2	1	3	1	1		1	1	10
Ferndale				1					1
Finley		2				2	1		5
Franklin Pierce	2	3	2	3			1		11
Grand Coulee		1							1
Granite Falls			1			1	1		3
Granger		2							2
Highline	3	1		1			1		6
Hockinson				1					1
Issaquah			1	1	1			1	4
Kahlotus	1								1
Kalama				1					1
Kelso						3		1	4
Kennewick				1		1	1	2	5
Kent	1	1							2
Kittitas	2								2
Kiona-Benton				1					1
Klickitat	1		1						1
LaConner				1	1	1	1	2	6
Lake Chelan								1	1
Lake Stevens			1						1
Liberty				1		2	1		4
Lind						1	1	2	4
Lynden	2		1					1	4
Mabton				1					1
Mary M Knight				1	1	1			3
Mary Walker	2					1	1	1	5
Marysville	1	1					1		3
Mead				1					1
Medical Lake								1	1
Mercer Island	1								1
Meridian				1					1
Methow Valley					2				2
Mill A							1		1
Monroe								2	2
Morton				1			1	2	4
Mossyrock		1	1		1				3
Mount Adams								2	2
Naches Valley			1						1
Napavine			1	1		1			3
Naselle Grays River							1		1
Nine Mile Falls	1								1
North Franklin					2			1	3
North Kitsap				3	1		3	3	10
North Mason	2		1	1					4
North Thurston			1						1
Northport				1		1	1	1	4

# Out-of-Endorsement Waiver Totals

3/12/01

3

School District	School Year 1992-93	School Year 1993-94	School Year 1994-95	School Year 1995-96	School Year 1996-97	School Year 1997-98	School Year 1998-99	School Year 1999-00	Total Number Requested
Northshore						1	1	4	6
Oakesdale							1		1
Oak Harbor						1	1		2
Oakville					1	1			2
Ocosta			1				1	5	7
Ocean Beach	2								2
Odessa	1								1
Omak					6			1	7
Onalaska	1								1
Orcas Island			1			1	1	2	5
Orient						1	1		2
Othello							1	4	5
Pasco	1		4	1		1		1	8
Pateros		1		1					2
Peninsula					2	2		1	5
Port Townsend	1			2			1	1	5
Prosser	1						1	2	4
Pullman						1			1
Puyallup							1		1
Quinalt Lake					1				1
Quillayute Valley		1	1						2
Quincy			1						1
Rainier				1		1	1	1	4
Raymond							1	1	2
Renton						2	1	1	4
Republic				1		1	1	1	4
Ridgefield	2	2				1	1		6
Ritzville								2	2
Riverview	2					1			3
San Juan			1						1
Seattle	6	4	2	2		7			21
Sedro Woolley	1			1			1	1	4
Selah	3	1							4
Selkirk	1								1
Sequim				1					1
Shelton	1				1				2
Shoreline		1							2
Snohomish			1	1	2	1	1		6
Snoqualmie Valley			2	1		1			4
South Bend						1			1
South Central				1					1
Southside		1							1
South Kitsap				3		3	1	4	11
South Whidbey			1	1					2
Stanwood			1	1		2		1	5
Starbuck							1		1
Steilacoom		1		1					2

## 4

[illegible]

**Out-of-Endorsement Assignments  
For School Year 1999-2000**

Total out-of-endorsement waivers granted to individual teachers by local school districts: 104

Number of school districts that granted waivers: 55

As of October 1999 the 296 school district in Washington reported students enrolled in 2,116 public school buildings. Total enrollment is 1,002,044.

Total number of FTE certificated staff (1999-2000):	Elementary	25,361.32
	Secondary	20,314.09
	Other Teachers	4,334.36
	Support Services	<u>6,298.25</u>
	<b>TOTAL</b>	<b>56,308.02</b>

Out-of-endorsement assignments (or parts of assignments) granted by subject area:

Art	3
Civics	1
Computer Technology	2
Counseling	2
Drama	4
Economics	1
English as a Second Language	3
Family and Consumer Science	3
Foreign Language	7
History	4
Journalism	3
Language Arts	16
Library	2
Math	27
Media	2
Music	1
Physical Education	13
Physics	1
Reading	6
Science	11
Shop Technology	1
Social Studies	7
Special Education	10



## **Out-of-Endorsement Waiver Assignments on a Case-by-Case Basis**

At the January 2001 State Board of Education meeting, the Board adopted SBE Policy: WAC 180-82-135 **Assignment waivers** (see attached).

State Board rules cannot cover every conceivable assignment/endorsement scenario faced by schools in matching personnel to staffing needs. In the long term, modifying the broad area endorsements could assist school districts. However, it was suggested for the short term, to allow case-by-case waivers as an option to respond to urgent and unique assignment situations.

As teachers with the Standard Certificate, who have been teaching multiple subject areas, retire or leave the profession, schools are often challenged with replacements. Also, as districts move to integrated curriculum, the endorsements do not fit the need. Rural districts are especially challenged where there is less of a pool of potential candidates.

It should be noted that the Washington State Personnel Association board discussed this issue and was not opposed to these waivers as long as each one was judiciously considered. The State Board staff closely examines each request. Each petition must include:

- Teacher's name and certificate number
- Type of certificate and endorsements
- Teaching assignment and length of assignment
- A plan of assistance for such assigned teacher
- Approval signatures from teacher, superintendent and local school board chair

A letter of approval/denial is then sent to the school district superintendent from the State Board of Education. To date only four waivers have been requested and granted utilizing this rule. They are listed on the attached sheet.

**Out-of-Endorsement Assignments  
On a Case-by-Case Basis**

**School District**

**Assignment**

**Aberdeen**

**Alternative School – 1 year**

No appropriately endorsed candidates were available. Teacher candidate has not completed provisional status with Aberdeen School District.

**Othello**

**Alternative School – 1 year**

No appropriately endorsed candidates were available. Teacher candidate has subbed in the Othello School District for several years but has not completed provisional status.

**Quinault Lake**

**Physical Education – ½ year**

No appropriately endorsed candidates were available. Teacher candidate has not completed provisional status; however, is granted permission to teach physical education more than two periods a day outside endorsed area.

**Prosser**

**Early Childhood/Special  
Education (Preschool)**

No appropriately endorsed candidates were available. Teacher candidate has subbed in the Prosser School District in this position and has demonstrated capability of performing required responsibilities. Last year the children had three different teachers and because of the various disorders, they did not adapt well to change. Prosser feels further change at this time would hamper the educational progress. The district will provide the teacher assistance and mentorship while completing the appropriate endorsement.

**WAC 180-82-105 Assignment of classroom teachers within districts.**

In addition to holding teaching permits or certificates as required by WAC 180-16-220(2), the assignment of classroom teachers in the basic program of education shall comply with the following:

(1) Classroom teachers with standard or unendorsed continuing teacher certificates may be assigned to any grade or subject areas for which certification is required.

(2) Classroom teachers with initial, residency, endorsed continuing, or professional teacher certificates may be assigned only to the specified grades and specified subject areas stated as endorsements upon their respective certificates or permits.

(3) Classroom teachers with initial, residency, endorsed continuing, or professional teacher certificates who have an elementary education endorsement may be assigned to teach any subject in grades K-8.

(4) Any certificated teacher who has completed twenty-four quarter hours (sixteen semester hours) of academic study in a content area that will be offered in grades four through nine may be assigned to that course even if the teacher does not hold an endorsement in that area.

(5) Any certificated teacher may be assigned to a middle school or junior high school block program, which for the purpose of this section shall be defined as the same teacher assigned to teach two or more subject areas to the same group of students, if the teacher has an endorsement in one of the subject areas and has completed or will complete within one year nine quarter hours in each of the other subject areas.

(6) Upon determination by school districts that teachers have the competencies to be effective teachers in alternative settings, individuals with initial, residency, endorsed continuing, or professional teacher certificates who have completed provisional status with a school district under RCW 28A.405.220 may be assigned to teach in alternative schools.

(7) Any certificated teacher may be assigned to courses offered in basic education subject areas not included with the list of endorsements specified in WAC 180-79A-302.

(8) Any certificated teacher may be assigned to serve as a substitute classroom teacher at any grade level or in any subject area for a period not to exceed thirty consecutive school days in any one assignment.

(9) Any certificated person holding a limited certificate as specified in WAC 180-79A-230 or a vocational education certificate as specified in chapter 180-77 WAC may be assigned as per the provisions of such section or chapter.

(10) If a teacher is assigned to provide special education, then the district must also comply with WAC 392-172-200 and 392-172-202.

(11) For the purpose of this section, the term "specified subject areas" shall mean courses or classes with the same subject area title as specified by the classroom teachers endorsement and courses or classes which the board of directors of the district

determines to substantially include the same subject area as the endorsement--e.g., a classroom teacher with a health endorsement may be assigned to any course, regardless of course title, which substantially includes health as the subject area.

(12) Exceptions to the assignment requirements of subsection (1) of this section must comply with WAC 180-82-110.

(13) School district compliance with this section shall be subject to the state staff review process specified in WAC 180-16-195(2).

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220 (4). 99-04-008, § 180-82-105, filed 1/21/99, effective 2/21/99.]

**WAC 180-82-110 Exceptions to classroom teacher assignment**

**policy.** Exceptions to the classroom teacher assignment policy specified in WAC 180-82-105 shall be limited to the following:

(1) Upon determination by school districts that teachers have the competencies to be effective teachers in areas other than their endorsed areas, individuals with initial, residency, endorsed continuing, or professional teacher certificates who have completed provisional status with a school district under RCW 28A.405.220 may be assigned to classes other than in their areas of endorsement. If teachers are so assigned, the following shall apply:

(a) A designated representative of the district and any such teacher so assigned shall mutually develop a written plan which provides for necessary assistance to the teacher, and which provides for a reasonable amount of planning and study time associated specifically with the out-of-endorsement assignment;

(b) Such teachers shall not be subject to nonrenewal or probation based on evaluations of their teaching effectiveness in the out-of-endorsement assignments;

(c) Such teaching assignments shall be approved by a formal vote of the local school board for each teacher so assigned; and

(d) The assignment of such teachers for the previous school year shall be reported annually to the state board of education by the employing school district as required by WAC 180-16-195.

Included in the report shall be the number of teachers in out-of-endorsement assignments and the specific assistance being given to the teachers.

(2) Teachers with initial, residency, endorsed continuing, or professional teacher certificates who have not completed provisional status with a school district under RCW 28A.405.220 may be assigned to one out-of-endorsement assignment for a maximum of two periods (not more than forty percent full-time equivalent) a day. Conditions described in subsection (1)(a) through (d) of this section shall apply to teachers so assigned.

(3) After August 31, 2000, a teacher who has completed twenty-four quarter credit hours (sixteen semester credit hours) of the required special education course work in WAC 180-82-360 shall be eligible for a waiver from the special education office which will allow that person to be employed as a special education teacher. The remaining credits and all endorsement requirements shall be completed within five years of service as a special education teacher. Teachers who hold certificates endorsed in special education or who have received waivers from the special education office prior to September 1, 2000, shall not be affected by the requirements of this subsection.

[Statutory Authority: RCW 28A.150.220(4), 28A.305.130(1), 28A.410.018. 00-18-063, § 180-82-110, filed 9/1/00, effective 10/2/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-04-008, § 180-82-110, filed 1/21/99, effective 2/21/99.]

**WAC 180-82-135 Assignment waivers.** On a case-by-case basis, the state board of education may waive the provisions of WAC 180-82-105 through 180-82-130 upon written application by a school district board of directors. The application shall detail the rationale for the waiver request. The waiver may be granted subject to any conditions and stipulations as the state board determines.

[Statutory Authority: RCW 28A.305.130. 01-04-020, § 180-82-135, filed 1/29/01, effective 3/1/01.]

## **Alternative High School Graduation Requirements**

In June 1999, the State Board of Education adopted SBE Policy: WAC 180-18-055 **Alternative high school graduation requirements.** (See attached)

In order to facilitate the transition from a time and credit-based system of education to a standards and performance-based system and encourage local innovation, the State Board of Education allowed school districts the opportunity to apply for waivers from graduation requirements listed in Chapter 180-51 WAC.

August 1999, the SBE approved a waiver from the Arlington School District to allow Arlington High School and Weston High School to replace Washington State History and Government with increased requirements in United States and World History, Geography and Government. Additionally, Arlington requested that their home school program, Stillaguamish Valley School, be granted the same opportunity in order to keep the graduation requirements consistent throughout the school district. This waiver was approved for school years 1999-2000 through 2002-2003.

Arlington School District has been focusing middle school and high school social studies requirements on world and United States history and geography, along with contemporary world issues and government. It was the school district's K-12 social studies committee's recommendation, with concurrence of the district curriculum coordinating council and the school board, that Washington State geography and history be folded, as appropriate, into United States, World, and Pacific Rim studies.

Arlington was originally granted this waiver through the HB 1303 waiver process. However, the Legislature did not extend the waiver process in the 1999 Session, so the provision to renew this waiver under that process was no longer available.

[NOTE: Next year, this report might include information on the number of districts and schools that have decided to award high school credit on the basis of competencies. This new option was created by the State Board in October 2000.]

**WAC 180-18-055 Alternative high school graduation requirements.**

(1) The shift from a time and credit based system of education to a standards and performance based education system will be a multiyear transition. In order to facilitate the transition and encourage local innovation, the state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.

(2) A school district or high school, with permission of the district board of directors, or approved private high school, desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for high school students, may apply to the state board of education for a waiver from one or more of the requirements of chapter 180-51 WAC.

(3) The state board of education may grant the waiver for a period up to four school years, or until any new graduation requirements the state board of education may adopt take effect, whichever comes first.

(4) The waiver application shall be in the form of a resolution adopted by the district or private school board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more high schools which consists of at least the following information:

(a) Identification of the requirements of chapter 180-51 WAC to be waived;

(b) Specific standards for increased student learning that the district or school expects to achieve;

(c) How the district or school plans to achieve the higher standards, including timelines for implementation;

(d) How the district or school plans to determine if the higher standards are met;

(e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan;

(f) Evidence that students, parents, and citizens were involved in developing the plan; and

(g) Identification of the school years subject to the waiver.

(5) The application also shall include documentation that the school is successful as demonstrated by indicators such as, but not limited to, the following:

(a) The school has clear expectations for student learning;

(b) The graduation rate of the high school for the last three school years;

(c) Any follow-up employment data for the high school's graduate for the last three years;

(d) The college admission rate of the school's graduates the last three school years;

(e) Use of student portfolios to document student learning;

(f) Student scores on the state eleventh grade test the last



three school years;

(g) Student scores on the secondary Washington assessment of student learning;

(h) The level and types of parent involvement at the school;

(i) The school's annual performance report the last three school years; and

(j) The level of student, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school the last three school years.

(6) A waiver of WAC 180-51-060 may be granted only if the district or school provides documentation and rationale that any noncredit based graduation requirements that will replace in whole or in part WAC 180-51-060, will support the state's performance-based education system being implemented pursuant to RCW 28A.630.885, and the noncredit based requirements meet the minimum college core admissions standards as accepted by the higher education coordinating board for students planning to attend a baccalaureate institution.

(7) A waiver granted under this section may be renewed upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational requirements that were implemented as a result of the waiver. The request to the state board shall include information regarding the activities and programs implemented as a result of the waiver, whether higher standards for students are being achieved, assurances that students in advanced placement or other postsecondary options programs, such as but not limited to college in the high school, running start, and tech-prep, shall not be disadvantaged, and a summary of the comments received at the public meeting or meetings.

(8) The state board of education shall notify the state board for community and technical colleges and the higher education coordinating board of any waiver granted under this section.

(9) Any waiver requested under this section will be granted with the understanding that the state board of education will affirm that students who graduate under alternative graduation requirements have in fact completed state requirements for high school graduation in a nontraditional program.

(10) Any school or district granted a waiver under this chapter shall report annually to the state board of education, in a form and manner to be determined by the board, on the progress and effects of implementing the waiver.

[Statutory Authority: RCW 28A.230.090, 28A.305.140 and 28A.600.010. 99-10-094, S 180-18-055, filed 5/4/99, effective 6/4/99.]



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## APPLICATION FOR ALTERNATIVE HIGH SCHOOL GRADUATION REQUIREMENTS

SCHOOL/DISTRICT \_\_\_\_\_

DATE \_\_\_\_\_

The attached resolution (adopted by district or private school board) must include at least one of the following. Check those that apply.

- ☐ Identification of the requirements of chapter 180-51 WAC to be waived.
- ☐ Specific standards for increased student learning that the district or school expects to achieve.
- ☐ How the district or school plans to achieve the higher standards, including timelines for implementation.
- ☐ How the district or school plans to determine if the higher standards are met.
- ☐ Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.
- ☐ Evidence that students, parents, and citizens were involved in developing the plan.
- ☐ Identification of the school years subject to the waiver.

Documentation that the school is successful as demonstrated by indicators such as, but not limited to the following:

- ☐ Clear expectations for learning.
- ☐ Graduation rate of high school(s) for the last three years.
- ☐ Follow-up employment data for the high school(s) graduates for the last three years.
- ☐ College admission rate of the school's graduates the last three years.
- ☐ Use of student portfolios to document student learning.
- ☐ Student scores on state eleventh grade test the last three school years.
- ☐ Student scores on the secondary Washington Assessment of Student Learning.
- ☐ Level and types of parent involvement.
- ☐ Annual Performance Report for the last three school years.
- ☐ Level of student, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school the last three school years.

\*\*\*\*\*

- ☐ Check here if requesting to renew your waiver and if the school district has conducted at least one public meeting to evaluate the educational requirements that were implemented as a result of the waiver.

Attach information regarding the activities and programs implemented, whether higher standards for students are being achieved, assurances that students in advanced placement or other post secondary options programs, such as, but not limited to College in the High School, Running Start, and Tech-Prep, have not been disadvantaged. Also, include a summary of the comments received at the public meeting or meetings.

Waiver granted for \_\_\_\_\_ school year(s).

## **Substantial Lack of Classroom Space**

WAC 180-16-225

Under State Board of Education Policy: WAC 180-16-225, a waiver is available when districts are unable to comply with one or more of the basic education allocation entitlement requirements due to lack of classroom space.

To date, no petitions have been submitted for this waiver option.

**WAC 180-16-225 Waiver -- Substantial lack of classroom space -- Grounds and procedure.** (1) **Grounds.** The state board of education may waive one or more of the basic education allocation entitlement requirements set forth in WAC 180-16-200 through 180-16-220(1) only if a school district's failure to comply with such requirement(s) is found by the state board to be caused by substantial lack of classroom space.

As a condition to a waiver based on substantial lack of classroom space the state board will consider and a school district must demonstrate at least that the facilities of the school district do not contain enough classroom space or other space that can reasonably be converted into classroom space, and that necessary classroom space may not reasonably be acquired by lease or rental, to enable the district to comply with the referenced entitlement requirements.

(2) **Waiver procedure.** In order to secure a waiver pursuant to subsection (1) of this section a school district must submit a petition together with a detailed explanation and documentation in support of its request not later than thirty days prior to either:

(a) The state board of education meeting immediately preceding commencement of the school year; or

(b) The March (or such other meeting as the state board shall have established) meeting of the board at which the board will consider certifications of compliance and noncompliance with these entitlement requirements.

A school district that can reasonably foresee an inability to comply with entitlement requirements by reason of substantial lack of classroom space should petition for a waiver as early as the state board meeting immediately preceding commencement of the school year in order to allow for the possibility that the request may be denied.

(3) **Nonwaiverable requirements.** The certification, including endorsement, and the student learning objectives requirements set forth in WAC 180-16-220 (2) and (3) may not be waived for any reason.

[Statutory Authority: RCW 28A.58.754(6). 86-13-015 (Order 5-86), § 180-16-225, filed 6/10/86; 84-11-043 (Order 2-84), § 180-16-225, filed 5/17/84. Statutory Authority: RCW 28A.04.120. 83-13-002 (Order 3-83), § 180-16-225, filed 6/2/83; 80-06-093 (Order 7-80), § 180-16-225, filed 5/29/80. Statutory Authority: RCW 28A.41.130 and 28A.58.754. 78-06-097 (Order 3-78), § 180-16-225, filed 6/5/78.]